



Stoke Minster CE Primary Academy

Relationship, Behaviour and Communication Policy

Mission Statement

The Multi Trust Academy Board, staff and pupils seek to ensure that our school is a safe and caring learning environment where all pupils are supported to develop and maintain healthy relationships with peers and adults and to learn to take personal responsibility for their behaviours. We are a caring community whose values stem from our Christian ethos and we encourage mutual respect for all. In all relationships in school we model the school values of Faith, Love and Hope and we believe this creates an environment where pupils can flourish.

The policy is based upon Restorative Practice and positive relationships. This means we have high aspirations for our pupils and will offer and provide high support where needed.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) code of practice.

Stoke Minster CE Primary Academy's approach to behaviour

We promote positive behaviour by creating a happy, safe, inclusive and caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. Through our core values of Faith, Hope, Love and Flourish we actively encourage our pupils to demonstrate these values and to recognise them others. We encourage our children to share their views and contribute to the continuous improvements of our school.

Our approach to behaviour incorporates three key ideas of the relationship-based approach to inclusion philosophy:

Unmet Need: Behaviour communicates an unmet need. Therefore, to change behaviour, we must respond to the unmet need.

Individual Influences: Children's behaviour cannot be fully understood in isolation without considering their individual influences.

Relationship-based, restorative approaches offer an evidence-based alternative to zero- tolerance behaviour management systems.

We understand that children will behave well 'if they can.'

We aim to;

- Provide an inclusive, safe and positive environment in which pupils can learn;
- Ensure all pupils develop personal confidence and have a voice that will be listened to;
- Ensure pupils develop personal resilience and understanding that difficulties can be overcome with the right solutions;
- Support pupils to develop skills in emotional self-regulation;
- Understand that often behaviour can be a form of communication which indicates an underlying need or difficulty. In responding to the behaviour of pupils we aim to identify these needs so that appropriate provision can be planned and pupils can be equipped with the skills necessary to develop behaviour for learning;



Stoke Minster CE Primary Academy

- Link behaviour and emotional states to readiness for learning and ensure that pupils understand this link and can self-regulate;
- Engage pupils in a consistent dialogue from **all members of staff** with regards to behaviour;
- Provide individualised approaches to behaviour if and when required by pupils with neurodiverse or social and emotional needs;
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment

Anti-Bullying:

We endeavour to provide an inclusive culture for all members of our community by enabling everyone to participate in, and fully enjoy school life. Our Academy believes that its pupils have the right to learn in a supportive, caring and safe environment without fear of being bullied. We will not tolerate bullying of any kind. It is everyone's responsibility to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying is defined as the deliberate desire to hurt, threaten or frighten someone. Bullying behaviour is usually conscious and wilful and continues over a period of time generally forming a pattern of behaviour (rather than an isolated incident).

When children are asked about bullying, they often describe unkind or hurtful behaviour rather than actual bullying. This kind of behaviour needs to be addressed and everyone concerned needs to know how to deal with it.

It is imperative that we fully understand what bullying is before we identify all hurtful behaviour as bullying.

Bullying can be:

- Emotional - being unfriendly, excluding others, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of technology
- Mobile threats by text messaging, misuse of technology such as camera and video facilities

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are found to be bullying other children need to learn different ways of behaving. This cannot be done by school alone, and the support of parents is essential in order to ensure that pupils learn correct behaviours and reflect on their actions when they fall below the standards that school expects.



Stoke Minster CE Primary Academy

Our School Community will:

- Apply the guidance contained in this policy.
- Engage pupils in discussions about behaviour using emotional self-regulation approaches where appropriate.
- Report significant incidents to the senior leadership team and record them on Arbor and/or CPOMS.
- Take responsibility for responding to the behaviour of pupils and take appropriate action.
- Promote positive behaviour through being good role models for others.
- Tackle any form of bullying in line with our anti-bullying statement and safeguarding policy.
- Actively promote an inclusive ethos throughout school.
- Seek support, if unsure, from key members of staff with expertise such as Senior Leaders, DSL, the Inclusion Lead, SENCo or our designated Mental Health First Aider.
- Adopt child-centred approaches by listening to pupils and considering their perspectives. These will include awareness of Attachment and Trauma Centred approaches.
- Report any incidents of discriminatory language (Appendix 1)

Roles and Responsibilities of staff:

- Consistently model the values of Faith, Love, Hope and Flourish.
- Understand children's need and how Attachment and Trauma can underpin behaviours that are displayed.
- Actively build trust and positive relationships with all children.
- Adults should listen respectfully to the pupil and make a judgement about how/when to respond.
- Maintain a calm and purposeful learning environment;
- Maintain clear and consistent boundaries with all children.
- Staff will teach children to understand their behaviours and how to regulate these; **restorative relationships will be a key feature of the day.**
- Challenge any incidents of behaviour and ensure all incidents are reported to teachers, SLT or DSL.
- Take responsibility for the behaviour of all pupils around school, including during lunch and playtimes and deal appropriately with any incidents that occur.
- Monitor the behaviour of all pupils in class and report any significant incidents or concerns using Arbor and/or CPOM system.
- Use the language of emotional self-regulation to discuss behaviour for learning with children, encouraging pupils to reflect on how they can learn successfully and the support they need to do so;
- Ensure rewards are distributed consistently and inclusively by awarding children for demonstrating the school values of faith, hope, love and flourish;
- Where pupils have a significant level of social, emotional or mental health needs, staff will complete a Boxall profile, individual plan and seek external agency advice with the support of the Inclusion Lead and/or Senco.

The role of Senior Leaders

- To monitor the impact of this policy and review when required.
- Ensure staff have access to appropriate training and/or coaching regularly.
- Monitor any behaviour which may be causing concern across the school and take appropriate action to ensure that any impact on learning is minimized.
- Engage with families through person centered planning approaches whereby the needs of the child are placed at the centre of all decisions made.



Stoke Minster CE Primary Academy

- The inclusion lead and/ or Senco will coordinate with any external agency involvement which may be appropriate in meeting additional needs.
- Monitor pupil responses to this policy through the recording of significant incidents and analyse the impact on different groups of pupils to ensure that no specific group is unduly disadvantaged.

Every classroom will display a 'Class board' which shows a range of emotional states in different coloured zones, referred to as 'Zones of Regulation.' (See Appendix 2)

Pupils are explicitly taught to recognise their state of emotion and link these emotional states to their readiness to learn. Furthermore, all pupils are taught to apply different strategies in order to regulate their emotions, when needed, so that they are enabled to learn effectively and maintain good mental well-being.

We would like the pupils of Stoke Minster to move around the school with care, consideration and respect of each other and all adults in the school.

To achieve this:

Everyone has high expectations for all children and will challenge children if they are not making the right choices or moving around the school in the desired manner.

Children to walk in single file on the left-hand side of corridors

Staff to walk children to the hall or out to the playground at lunchtimes in one quiet line

Staff to be prompt on the playground when collecting their children at the end of play and lunchtime

There is a whole school strategy in place for rewarding the efforts of pupils to demonstrate the core values; faith, hope, love and flourish. (See Appendix 3) These are displayed through School Rules which have been written by the Class Council.

These are:

LOVE – Be Kind, Be Respectful, Be a Good Friend

FAITH – Reflect, Forgive and Respect Others

HOPE – Aspire, Persevere and Have Courage

FLOURISH – Have Pride, Be Creative and Take Risks

REWARDS

- Values points will be awarded for demonstrating each of these school values.
- All children have the opportunity to earn a Values Badge once they have received 50 values point (eg. 50 'hope' points will result in a 'hope badge'.)
- Staff will reward individual pupils in class at least once a week through treat boxes.
- The House with the most dojo value points at the end of each half term will have a treat chosen by the winning class such as film afternoon, hot chocolate, additional playtime.
- The lunchtime supervisors recognise positive behaviours and good manners in the hall through lunchtimes and reward them with a place at the 'Top Table' every Friday.

We are aware that despite a restorative approach to supporting pupils in our school, there may be times when a more structured approach is required to ensure consistency when managing behaviour across the school.

Stoke Minster CE Primary Academy



The following table sets out the strategies we will take to support the child and the additional support that will be put into place where required.

Behaviours	Strategy	Additional support required
STEP 1 Behaviours continue from Step 1 OR Pupils disrupt learning/ behave in a way that makes other pupils feel unsafe Eg. Refusing to complete work, continued low-level disruption	Refer to Zones of Regulation and the strategies to support these Reminder of Values wheel and expectations – including representing the school at Sport or outside competitions. Write name of the child on the board and then tally - which will then mean missed minutes off playtime. Children can earn these back through the lesson if they improve their behaviours. (This is done non-verbally so it doesn't disrupt the flow of teaching) Where appropriate for the age of the child, 'time out' will be given within the room eg. Moving away from peers, sitting on the carpet. – make sure zones of regulation are referred to – calming strategies are used.	Pupil may require additional adaptations to support them – eg. Ear defenders, now and next board, sensory box, use of the sensory room, individual sticker or reward chart.
STEP 2 Pupils behaviour in STEP 3 continues despite the strategies in place. OR Significant behaviours such as fighting or swearing.	Refer to Zones of Regulation and the strategies to support these Reminder of Values wheel and expectations Pupil to have time away from the situation in partner classroom for no more than 10 minutes. SLT intervention may be required. ALL play/lunchtime missed following the incident through a 'Reflection'. <i>Restorative conversation</i> to happen with the pupil during break and/or lunch time. (SLT to supervise reflection) Incident must be logged on Arbor by the adult dealing with the incident. Parent/Carer to be informed via Arbor on the same day of the incident.	Traffic light system can be used as a RAMP. Pupil may require additional adaptations to support them – eg. Ear defenders, now and next board, sensory box, use of the sensory room, individual sticker or reward chart. Personalised timetable. If a child receives numerous Step 3 actions within a week or two-week period – SEMH referral to be completed by class teacher for discussion with Inclusion Team. Parents MUST be made aware of Step3 and concerns. They must also be made aware of SEMH referral. Any additional advice from external professionals must be in place for the child and evidenced through their ILP if in place.
STEP 3 A repeat of behaviours <i>more than twice in a week or in two consecutive weeks</i> OR	Pupil to be removed from situation SLT intervention – incident may result in either an 'internal exclusion' for half day or whole day depending on the time of the incident	RAMP (Reducing Anxiety Management Plan) to be put in place for the pupil. (See Appendix 4)

Stoke Minster CE Primary Academy



Severe behaviour involving intentional aggression or behaviour that causes harm or damage to property. OR Racial, sexual or Peer on Peer incidents.	Or fixed term suspension – to be agreed by SLT. Parent/Carer to be contacted and informed of the incident and the sanction in place. Incidents to be logged on CPOMS as significant behaviour (or other appropriate heading eg racial)	Re-integration meeting must take place following a suspension, and recorded (See Appendix 5) Behaviour closely monitored for the week following internal exclusion or suspension using a 'report card' – signed by SLT at the end of each day. (See Appendix 6) Boxall Profile completed for the child Referral to outside agencies where appropriate eg. Play Therapy, Early Help, SEND services, Outreach
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Stoke Minster CE Primary Academy

Restorative Conversation:

We actively encourage the children to know the right thing to do by maintaining boundaries, and staff are expected to be firm, calm and consistent and use the following scripted restorative approach when discussing an incident or behaviour with children:

1) What happened?

Listen carefully and dispassionately without disagreeing or interrupting them. Take care how you present your view of the situation.

2) What were you thinking at the time?

Ask the pupil to reflect on their actions – even though their actions or words may seem irrational to you, this may not be obvious to the pupil. Encourage them to think about the Zones of Regulation

3) Who has been affected?

You are teaching the children empathy and an awareness of others. At the time, the pupil might not know – or even care about the impact on others but as their cortisol returns to 'normal' and they move back through the zones, its important to think about how they may have scared, upset or shocked others

4) What should we do to put things right?

It is important that an apology is not demanded at this stage, there may be other ways to put things right and it may take time for the child to realise this. The aim is to support the pupil and encourage them to want to apologise.

5) How can we do things differently in the future?

This is to help the child recognise any patterns and to help them manage a similar situation in a different way. This is co-regulation.

Exclusions and alternative provisions

In exceptional circumstances, when the behaviour of individual pupils, persists despite interventions or places others at risk of harm, exclusion procedures may be implemented, however, further action is always taken to ensure that plans are in place to meet the needs of these individual pupils.

Staff training

All staff have accessed training in Zones of-regulation, Restorative Conversations, Neurodiversity and trauma and attachment sensitive approaches. This equips them with the ability to discuss behaviour with individual children and find solutions that enable pupils to manage their own behaviour effectively and make good choices.

Pupil support systems

We implement a wide range of support systems for pupils who are having difficulty in achieving successful behaviour for learning. Some of these include the following;

Social Thinking intervention groups

Individual reward systems or tracking systems

Mindfulness

SEMD interventions such as pet therapy, LEGO therapy or Six Bricks

Mentoring

Feelings zones

Peer support i.e. friendship circles, designated buddies or play leaders

Comic strip conversations and social stories



Stoke Minster CE Primary Academy

Social behaviour mapping techniques

Working with families

At Stoke Minster CE Primary Academy we understand the importance of working together with families to ensure the best outcomes for our pupils. If the behaviour of individual pupils becomes a concern then we will meet with parents and/or carers at the earliest opportunity in order to plan effectively. If families require additional support, then we can offer this through the Schools Family Support Service or Early Help Assessment Tool.

Curriculum

The school's RSE and PSHE curriculum is focused on healthy relationships and teaching the values of respect, acceptance and diversity. All children will be educated through the school curriculum to understand these values. (see PSHE/RSE curriculum). Children will also be taught the importance of identifying and reporting harmful sexual behaviours through the safeguarding curriculum.

Reporting

All incidents of sexual behaviour should be recorded on CPOMs by staff and reported immediately to the safeguarding team.

Staff should be alert to any 'lower level' incidents of sexualised language/sexism. These incidents should be tackled through educating the child and reporting to the DSL.

Children should understand that any incidents of sexual violence or harassment should be reported to a member of staff immediately.

The safeguarding team will review weekly any incidents of sexualised behaviour and identify and respond to any patterns.

APPENDIX 1: Managing Discriminatory Language

Educating pupils, staff and parents helps tackle all forms of discrimination, such as racism, sexism or ableism. Stopping these behaviours early can help to educate and prevent more serious forms of abuse and discrimination from taking root.

In addition we comply with the Public Sector Equality Duty (PSED). This means we must have due regard for:

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations in our community

Guiding principles when challenging behaviours

It is recognised that there's no "one size fits all" approach to these conversations. Staff and Leaders need to judge the most appropriate way to raise the topic, depending on the situation.

These are the principles we will use when dealing with these behaviours



Stoke Minster CE Primary Academy

Don't let it go

If you hear or see a pupil or a member of staff saying or doing something that feels sexist, racist or discriminatory in any way, respond to the situation there and then. By doing nothing, you're sending the signal that you're okay with what you've witnessed.

Be reasonable

Make sure your response to anything seen or heard is proportionate. If you have a zero-tolerance approach to even the most minor of comments, pupils are unlikely to be honest with you or feel they can talk to you about these issues.

Explain why the behaviour is inappropriate and accept that a conversation may be all that's needed.

Handle incidents calmly

Depending on the severity of what you've witnessed, reacting immediately with anger or harsh discipline will likely cause the pupil to become aggressive and defensive in turn.

If appropriate, turn the situation into a teachable moment. Explain **why** what was said or done was inappropriate and encourage a conversation rather than just handing out punishment.

Stop the behaviour right away but pick up with an individual child have the conversation later when the child is calm and away from peers.

Be precise

Always explain exactly what was inappropriate, in as much detail as possible, so there's no room for doubt.

For example, instead of saying "don't say words like that" or "don't swear" to a pupil, instead state exactly which word is inappropriate, always giving a reason why. Depending on the age of the pupil, you might want to say something like:

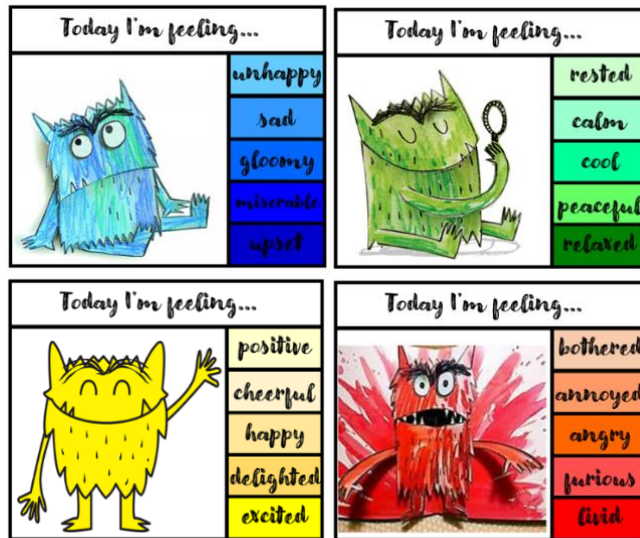
"Do you know what [that word] means? [Explain in age-appropriate terms, if necessary] You might hear and use that word at home, but it can offend and hurt some people so we don't use it in school."

Responding and reporting incidents

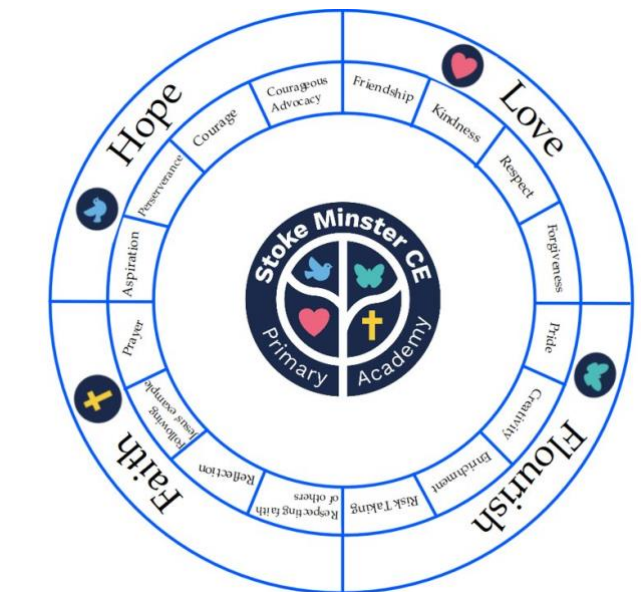
- All staff will be trained in understanding and managing discriminatory behaviours. They will know how to report and respond to any incidents.
- Incidents will be considered on a case-by-case basis, considering the age and developmental stage of the child who has been affected and the child who has harmed.
- The child who has been harmed and the child who has harmed will be given a safe space to explain the incident.
- All incidents of discriminatory language should be recorded on CPOMs by staff and reported immediately to the safeguarding team.
- Staff should be alert to any 'lower level' incidents. These incidents should be tackled through educating the child and reporting to the DSL.
- The safeguarding team will review weekly any incidents of discriminatory language and identify and respond to any patterns.

Stoke Minster CE Primary Academy

APPENDIX 2: ZONES OF REGULATION



APPENDIX 3: Vision and Values Wheel





APPENDIX 4: Reducing Anxiety Management Plan (RAMP)

RAMP plan for:	
DATE:	REVIEW:
What does this look like?	
What does this look like?	What can we do to help you?
What does this look like?	What can we do to help you?

Date of meeting:

Additional Notes

Name of Pupil:	
Year Group:	
Date:	

[illegible]