

Stamshaw Infant School

Relationships and Positive Behaviour Policy

At Stamshaw Infant School behaviour is managed by knowing and understanding need. We aim to build a culture where strengths can shine.

We believe that positive connections between our pupils, staff and families are the foundations for healthy life long behaviours. We recognise that through authentic, heartfelt connections with our pupils we are able to best support them to improve any behaviours which communicate that something is not going well. We recognise that behaviours that challenge us often stem from an unmet need that the child does not yet have the skills to express appropriately.

This policy has been created in consultation with staff, children and Governors at Stamshaw Infant School who have been involved in considering and exploring values that they feel are important both for our academy community and also for the children's lives outside in their own community – values that are relevant now and in their later adult lives.

Safeguarding

The Education Act 2002 places a duty on schools to safeguard and promote the welfare of pupils at the school by ensuring that risks of harm to welfare are minimised and taking appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other agencies. The Relationships and Behaviour Policy should be read in conjunction with the Child Protection Policy, Safeguarding Policy and the Multi Academy Trust Policy for Behaviour, Exclusions and Suspensions.

Our aims include supporting all pupils to:

- Value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community.
- For all children in our care to develop self-esteem, consideration, self-control, gain confidence, honesty, responsibility and respect.
- Function well at home, school and in their communities.
- Experience safety, security and stability with us.
- Increase their trust.
- Increase their stress tolerance.
- Increase their self-awareness.
- Strengthen their resilience.
- Feel confident and secure enough to explore, experiment, be curious and open to learning.
- Recognise and regulate emotions

Our Values

Our school ethos of 'helping stars to shine brightly' is embedded within every opportunity. Our school values underpin our beliefs and aspirations for all our pupils.

As a values led school it is important that all members of our community understand these values which are displayed in every classroom and around the school



Achieving positive behaviour

We fully embrace working in partnership with our parents, carers and families and recognise the part we all have to play in supporting our children.

Parents:

- Will be models for their child's behaviour.
- Will support the school, advising them of any factors at home which may affect their child's behaviour.
- Will work with the school to promote positive behaviour and resolve any difficulties, as shown in the home school agreement.

Community:

- All users of the school premises for extended activities will be given a copy of this policy.
- Regular feedback will be welcomed from visitors on the ethos and general school behaviour.

School and Class Rules

- We will regularly teach and share our expectations with pupils, parents and the community through assemblies, PHSE lessons and planned sessions.
- Each class will agree their Class Rules and Expectations at the beginning of each term, revisiting them regularly.

The importance of Nurture

The principles of nurture underpin all our behaviour work at Stamshaw Infant.

The concept of nurture highlights the importance of social environments – who you're with, and not who you're born to – and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life. Nurture UK.

The six principles of nurture are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Relational Practice

We believe passionately that good relationships between our children, teachers and parents are fundamental to our positive learning community.

A relational approach creates positive relationship which has a positive impact on all other areas of school. Behaviour is a language, a relational approach ensures understanding of this communication, even when there are no words spoken, and developing ways to support.

We recognise that our approach and response respects the physiology of the brain and nervous system, and that we must **REGULATE** and **RELATE** before we **REASON** and **REPAIR**. We use Dan Hughes' PACE approach to support pupils (**P**layfulness, **A**cceptance, **C**uriosity and **E**mpathy). The principles of PACE aim to develop regulation skills and to support trust, so that children and young people are able to build the skills they need to develop secure, positive relationships.

Research to inform Practice

Our everyday practice is based on our training in the following areas:

- The PACE approach – Dan Hughes
- ‘Know me to teach me’ Louise Michelle Bomber
- Restorative practice: Placing relationships at the heart of teaching - Mark Finnis
- The Neurosequential Model - Dr Bruce Perry

These are all approaches based on attachment awareness, restorative and trauma responsive interventions. From research and training, our staff are aware that any disruption within the early years and pregnancy onwards can impact the minds and bodies of our pupils in 3 key areas;

Zones of Regulation

In Stamshaw Infant School, we follow the principle of the Zones of Regulation (Zones) Self-regulation is something everyone continually works on whether or not we are aware of it. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are more able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).

See Appendix 1

Restorative Practice

At Stamshaw Infant we have adopted the Restorative Practice approach to conflict resolution. This is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.

Following an incident involving another child or adult in school, a child will be given the opportunity to resolve the issue. This will be done with the support of an adult if necessary and will allow both parties to share their views and feelings. This is done in a structured manner, and can be through the use of a symbols board, the conversation only starts when both parties are calm and ready to do so.

Part of this process is to discuss and agree on any necessary consequences and a plan to restore the relationship (e.g. apologising, having some space apart, doing a task to resolve the difficulty such as returning or sharing a piece of equipment). This open conversation allows both parties to be clear on how the other feels and what has been implemented as an appropriate consequence. We firmly believe that restorative practice encourages our children to become more self-aware, empathic and strengthens their understanding and trust in our behaviour support systems.

See Appendix 2

Pupils who have experienced relational trauma and loss.

We will recognise that adverse childhood experiences (ACEs), may impact children in different ways. The following shows examples of adverse childhood experiences (This is not an exhaustive list)

- Physical abuse
- Emotional abuse
- Emotional neglect
- Household substance abuse
- Physical neglect
- Long-term illness, disability or Special Educational Need
- Household member in the forces
- Parental separation or divorce
- Sexual abuse
- Exposure to domestic violence
- Household mental illness
- Household member imprisoned Loss of a close family member/family pet
- Financial difficulties in the home

We will know our pupils' stories (on a need to know basis), tracing back what the child has lived through, and taking note of any relational disruptions, ACEs and toxic stress. Where needed, we will provide relational support by allocating key adults to those who have experienced disruption in their early years.

We will use techniques to prioritise spending quality time with our pupils, being physically and emotionally present. Being attentive, attuned and responsive.

We will prioritise maintaining positive relationships with our pupils, whatever other demands are going on, engaging in quality moments, recognising that it takes time to build trusting relationships.

We will intentionally use warm, open faces and body language, a varied tone of voice, humour and playfulness in order to support feeling safe.

We will engage our playfulness approach wherever possible, not taking ourselves too seriously.

We will be curious about why pupils do what they do, wondering aloud so that our pupils have the opportunity to be curious too and start making links between states, sensations and feelings.

We will not problem solve or reassure our pupils before first really communicating that we have heard what they are trying to tell us in their internal feelings and thought.

We will support our pupils to regulate, relate, reason and repair as well as acknowledging the need to circle back through the stages if our pupil's stress level indicate a need to do so.

What we believe:

- In this school behaviour is managed by knowing and understanding need.
- We integrate Attachment Aware and Trauma Responsive interventions into our everyday practice.
- From research we are aware that any disruption within the early years from pregnancy onwards can impact minds and bodies in three key areas: regulation, attachment and executive function.
- From research we understand that the toxic stress involved in Adverse Childhood Experiences (ACEs) impacts the nervous system of human beings.
- From research we know that over-compensatory, rich, relational interventions can bring about recovery so that children and young people can function well at home, school and out in their communities.
- We view ourselves as an important part of any pupil's journey. We believe in recovery in our community. This means that we will work in partnership with all stakeholders to support pupils.
- We will not discriminate how we relate to the pupils in our care as we believe each pupil is worthy of our time, energy and patience. However, we will differentiate according to the needs of each pupil.
- We will have compassion for those who are dysregulated, are hurting and/or grieving for whatever reason.

We will show visible kindness and consistency, showing mutual respect empathy to everyone in the school community. We will work with families to gain their views and find shared solutions around their child's education, behaviour and wellbeing, ensuring they are safeguarded and protected but also empowered and responsible.

- We see it as our responsibility to be stress and shame regulators for the pupils in our care.
- We see it as our responsibility to learn about all of our pupils.
- We do all we can to ensure that our pupils do not lose their thinking capacity.
- We will be gentle with our strength and strong with our gentleness, remembering that some pupils in our care have a very fragile sense of self.
- We see it as more important to always prioritise maintaining connection with our pupils than aiming to prove a point or to get our point of view across (see Relate below).
- We communicate positively with both our words and our body language.
- We see it as our responsibility to remain regulated throughout the school day to enable us to best support our pupils.
- We remember that everyone is doing the best they can.
- We try to remember not to take insults and rejection personally. We see these behaviours as a sign of communication and recognise that some pupils may have experienced intimacy betrayal and do not trust adults in the moment.

- We will engage in relentless care of our pupils.
- We will let others know if we are struggling, so that we can engage in safe, quality practice.
- We will be aware of the boundaries of our skills set and proactively seek support from other professionals to support us in providing the best for all our pupils.

How we will work with our pupils

- We will ensure that we have clear and well-established routines and systems
- We will actively seek their history to build a clear picture of their past experiences.
- We will prioritise spending quality time with our pupils, being physically and emotionally present, attentive, attuned and responsive.
- We will always prioritise maintaining positive relationships with our pupils whatever other demands are going on, engaging in quality moments.
- We will intentionally use warm and open faces and body language, a varied tone of voice, humour and playfulness, in order to support pupils to regulate and feel safe.
- We will be curious about why pupils do what they do, wondering (modelling) aloud so that our pupils have opportunities to be curious too and start to make links between states, sensations and feelings.
- We will not problem-solve or reassure our pupils before first really communicating that we have heard what they are trying to tell us about their internal feelings and thoughts.
- We will use the 4 Rs and ensure we are mindful of the order needed: Regulate, Relate, Reason, Repair:

We will continually seek and provide professional development for our staff to support them on their journey.

Promoting Positive Behaviour every day

A key element of this policy is to have high expectation through positive connections, to recognise, praise, reinforce and reward good learning behaviours and effort both on an individual, group and a whole class basis. Whole school expectations include

- Fantastic walking
- Fantastic talking
- Taking time to notice, being invested in our children, noticing those who are experiencing or have experienced difficult times.
- Meet and Greet - Being at the door when children come in – greeting them by name – remembering those special things about them.
- Tremendous transitions – movement around the school and outside areas to be calm

- Consistent end of day routine

Recognition

The following recognition systems are used in school and are embedded within the routines of the day including the end of the day.

Golden book
Star of the Week
Recognition Board
PraiseTime

The PSHE/RSE Curriculum

At Stamshaw Infant School we recognise that Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all children's education. The PSHE curriculum focuses on cultural, diverse, social and moral issues that provide children with the necessary skills to understand the developing World. The PSHE curriculum is delivered through three core themes; Health and Wellbeing, Living in the Wider World and Relationships.

Weekly PSHE sessions are planned in each year group.

Early Years explore PSHE through the themes outlined in the Early Years Foundation Stage Profile. These include; PSED, Understanding the World and Communication and Language. These themes are interwoven and embedded within daily learning opportunities in order to support children to work towards achieving ELG's at the end of Reception. Personal, Social, Emotional Development themes include; Self-Regulation, Managing Self and Building Relationships. These key themes provide children in the EYFS the base skills needed for both individual and social emotional regulation and support children to develop the foundations needed to build mutually respectful relationships with both adults and peers.

Following on from this, children within Key Stage 1 follow a planned, spiral curriculum through the teaching of the Twinkl Life scheme of work. This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning.

The topics within this cover the 3 broad PSHE themes; Health and Wellbeing, Relationships and Living in the Wider World as well as covering the statutory objectives outlined for KS1 within the 2020 RSE Curriculum.

The materials are organised into sections for each year group. Both Year 1 and Year 2 cover 2 topics per term from each PSHE theme.

Year 1 topics include; Health and Wellbeing; It's My Body, Safety First, Relationships; Be Yourself, TEAM, Living in the Wider World; Money Matters, One World.

Year 2 topics include; Health and Wellbeing; Think Positive, Growing Up, Relationships; Digital Wellbeing, VIP's, Living in the Wider World; Diverse Britain, Aiming High.

Each year group has access to all the lesson plans and resources needed via the school TDrive shared area. Each lesson has a tailored input, supporting resources and activities. Additional resources are also used to develop and support children's understanding such as the NSPCC and British Red Cross (First Aid Champions) websites.

Each class compiles a class book to evidence children's learning and understanding and to record children's learning quotes and comments.

Our school core star values are interwoven and mirrored within our PSHE/RSE learning. These values are continually referred to, gradually becoming intrinsic qualities. They are reflected within our children's approaches to their learning and behaviour, their own self- respect and happiness and within their interactions and communication with others.

When things become difficult: when children are not managing

Consistency is essential. At Stamshaw Infant School, staff are trained and skilled to support children who are presenting with difficulties:

- Recognising children who are on task being explicit about the required behaviour
- Discreet eye contact, proximity or gestures
- Limiting the language when giving instructions and allowing thinking time (giving children choice and time to think)
- Discreet conversations which may uncover the reasons behind a child's behaviour
- Use of aspects from training such as PACE, collaborative problem solving, relational and restorative practice (Collaborative Problem Solving)

Pathway of support

Most children will need a private word or a reminder of a rule or a need to re-focus. Where behaviours become more challenging to us we will:

- Ensure we have knowledge of the child and know the **context** when difficulties occur
- Establish the difficulty: what is the expectation that the child is struggling to meet?
- Establish which skills the child lacks in that situation (Flexibility/Adaptability, Frustration tolerance/Impulse control, Problem Solving)

We will always aim to set up an opportunity to talk with the child to get their perspective: a child may require further de-escalation. The focus should be on co-regulation using the above strategies. However, it likely that more time will be needed

to be given to this. It may also be necessary to ask for support from colleagues. Adults who have a strong relationship with a particular child may be best placed to support. Incidents will be recorded on CPOMS and usually parents will be contacted.

A few children will continue to display challenging behaviour. These children may be on a positive behaviour plan negotiated with parents, class teachers and outside agencies, or reward system, negotiated between child and class teacher with parents informed. These individual plans can operate outside/alongside the main policy. We will support behaviour issues through various interventions and support e.g. ELSA, social skills groups, lunch clubs etc. It is imagined that such actions would result in moves towards a satisfactory outcome for child, teacher and parent. The plan be reviewed over a period of time. The plan may need to be reviewed on many occasions before small steps of improvement are seen. And the outcomes may need to be adapted for the child to have success.

Stages of Further Support

STAGE 1- Pastoral involvement and mediation

- When all class approaches have failed, the Pastoral team member may need to be brought in to the restorative conversation. This could support with mediation or a short term plan with clear SMART targets to work towards expected behaviours.

STAGE 2 - Withdrawal for fixed time with Pastoral Support

- When Stage 1 mediation has not had a positive effect, the child may be withdrawn for a fixed time in the Rainbow Room or Wellbeing Centre. This could be part of a plan where time is given to carry out restorative work.

STAGE 3 - SLT involvement

- When the above stage has not had a positive outcome, SLT should be brought in to the conversation. Again, this should be of a restorative nature. Parents need to be informed at this point that there are concerns.

STAGE 4 – Multi Agency Behaviour Support Service involvement

- When the above stage has not had a positive outcome, the MABS Advisory Teacher will be invited to a Pastoral Support Planning meeting by the Pastoral Team. Parents will be invited to these meetings. MABS work closely with school to consider a range of behavioural needs.

STAGE 5 - Withdrawal with SLT

- For Stage 5, parents would be invited into school. The child would be withdrawn for a specified time with a member of the Senior Leadership. Work will be set by the class teacher. As a last resort, the school may use suspension and permanent exclusion in response to serious incidents. The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Extreme Behaviour

It is hoped that through a whole school approach to positive behaviour and through the support of parents, all our children will develop a good sense of values and responsibility for their actions. However in the event of any behaviour being considered extreme, the child shall be taken immediately to a member of the school leadership team or a member of the SLT will be called and they will decide an appropriate response

The following behaviour is considered extreme:

- Physical aggression
- Verbal abuse, including the use of racial or inappropriate language
- Intentionally causing damage to school property

The school supports the policy of Inclusion and will seek to provide all appropriate support for children who have identified behavioural needs. However, for the safety of all members of the school community and if a child displays extremely serious behaviour (serious injury of another child or adult or the child is a danger to him/herself or others) then the Headteacher will exercise his/her right to consider suspensions.

Please refer to the Academy Trust Policy for further information regarding Exclusions and Suspensions

Review date – July 2025

Research to inform Practice

- *The PACE approach – Dan Hughes*
- *‘Know me to teach me’ Louise Michelle Bomber*
- *Restorative practice: Placing relationships at the heart of teaching - Mark Finnis*
- *The Neurosequential Model - Dr Bruce Perry*
- *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, The Nurture Group Network.- Lucas,S., Insley,K. and Buckland,G. (2006)*

Appendix 1

The Zones of Regulation

What are the Zones?

These are based upon the work of Leah M Kuypers and link well to the idea of Growth Mindset and the work of Carol Dweck. The Zones are a systematic, cognitive behavioural approach used to teach self regulation by categorising all the different ways we feel, and states of alertness we experience, into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of, and independent in, controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

The Four Zones: Our Feelings & States Determine Our Zone

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored. The Zones can be compared with traffic signs.


- When given a green light or in the Green Zone, one is “good to go”.
- A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- A red light or stop sign means stop, and when one is the Red Zone this often is the case.
- The Blue Zone can be compared with the rest area signs where one goes to rest or re-energize.

All of the zones are natural to experience, and the framework focuses on teaching students how to recognise and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, children are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, children may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.

The following image, illustrates the different Zones

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

The ZONES of Regulation™




			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>







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From *The Zones of Regulation*™ by Leah M. Kuypers • Available at www.socialthinking.com






Appendix 2



The following questions may be discussed in a Restorative Practice session.

Has someone been hurt? YES NO


How was the 'hurt' caused?   

What are the details of this?      

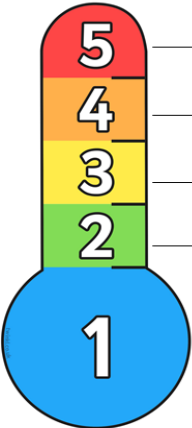
How do the people involved feel?      

What needs to happen to resolve this?   

At Stamshaw Infant when we have resolved our problem, it is finished.

We know we can ask for help if we need to. 

Think about how you felt at the start of the restorative conversation?



5	Angry, hurt, worried, frustrated, annoyed, hot, upset, loud, quick heart beat
4	Hurt, frustrated, annoyed, upset, loud, breathing slowing, listening to others
3	Upset, understanding, calmer, listening, resolving, time to reflect
2	Ready for learning, reflective, asking for help, willing to listen and support
1	Ready to learn, calm and safe

How do you feel now the restorative conversation has taken place?

Further information may be found by clicking on the following links:

[What is restorative practice? \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)

[What is Restorative Practice? | Schools & Social Work \(highspeedtraining.co.uk\)](http://highspeedtraining.co.uk)

[Restorative practice in schools | Restorative Justice Council](http://Restorative Justice Council)