


DODFORD FIRST SCHOOL



Achieve, Believe, Create and Fly High

Positive Relationships Based Behaviour Policy

August 2023

Dodford First School 	Policy review Date	New format - written August 2023
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	Name of Designated Trauma Informed Lead Name of Senior Mental Health Lead	Mrs Lisa Parkes Mrs Nik Eggleton

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Our School Vision

'Achieve, Believe, Create and Fly High'

We, at Dodford First School, will offer an inspiring, caring and inclusive learning community where each day, all members of the school community will strive to make a positive difference to the learning journeys of the pupils. We will encourage pupils to become enthusiastic, confident and inquisitive learners and thoughtful, tolerant individuals.

Our motto, Achieve, Believe, Create and Fly High is driven by our Super Seven Values, independence, courage, resilience, honesty, collaboration, diversity and respect. These values are thread through our academic curriculum and wider enrichment opportunities, ensuring our pupils' academic, emotional and creative needs are met. Promoting positive relationships and personal responsibility across the whole school community will enable our pupils to succeed in their journey with us and beyond.

Introduction

This relationship-based behaviour policy aims to promote and encourage positive relationships among all individuals at Dodford First School through a basis of mutual respect and personal responsibility.

Our school is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

We believe that high-quality teaching promotes the behaviour we want to see in our pupils. A high level of importance is placed on recognising and celebrating every effort and success, in order that all pupils feel valued. Pupils are taught to accept responsibility for their actions and to accept the logical consequences for their choices.

We take a therapeutic approach to behaviour which serves to take account of the mental health of the children; any response to behaviour difficulties is done so in a proportionate way and in line with the child's development. In doing so, our children develop the cognitive ability to understand how to resolve conflict with increased independence.

Our school vision forms the basis of our behaviour expectations. All year groups, at the start of the year, looking at our Respect Chart and how this encompasses our values and expectations for behaviour. Our consequences of Break it/Fix it and Loss of Privilege, allow the children to be responsible for their actions. The children will have help and guidance from the adults around them and the resources are adapted to be age appropriate.

During our discussions with pupils regarding behaviour; we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child. This states that children should be encouraged to form and express their views and be involved in forming resolutions and agreeing on the consequences of their actions.

Aims

“The ability to form meaningful relationships is fundamental to mental-health and happiness. It’s the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others.” (TISUK 2019). Therefore our aims are;

- To create a school ethos and climate which allows children to reach their full potential whilst feeling safe and supported;
- To support the very best relational health between all members of our school community;
- To be committed to inclusive practice and respond in a way that does not harm a child’s mental health and wellbeing
- To have high expectations for all, supporting those having difficulty meeting these expectations;
- For all staff at Dodford, to be fair, flexible, trustworthy, respectful and to model positive relationships;
- To develop positive, non-judgmental working partnerships with all of our parents;
- To allow all pupils to engage fully in their learning and to develop their own sense of self at a young age, ready for the next stages of their educational journey;
- To equip children with the tools to recognise and deal with the signs that they are becoming dysregulated;
- To develop children’s emotional literacy by promoting the use of language that can be used to describe their emotions;
- To help children explore strategies and options to make positive behaviour choices in and out of the classroom

Implementation

We use a model of restorative behaviour promoted within Trauma Informed Schools UK training and follow the four steps of Protect, Relate, Regulate and Reflect.

“Your body is trying to tell us something; I wonder what that might be?”

What we mean by protect:

It is the foundation on which everything else depends: the ability to learn without the fear and without fear of being shamed in order to relate to others, engage in learning, in peace.

In protect, the focus is not only on the physical environment, but the relational environment and very culture and ethos of the setting, both at home and school. It requires emotionally regulated adults who can provide essential calming and containment for a child when they are overwhelmed by an event, a situation or their feelings.

What we mean by relate:

As human beings we are wired for relationship.

The ability to form meaningful relationships is fundamental to mental health and happiness. It’s the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others.

Positive relational experiences with our children means meeting the child in pain and meeting the child in joy.

What we mean by regulate:

There are 4 key principles to support a child to regulate their feelings and behaviour.

1. Stay with the child
2. Listen to the child
3. Affect labelling – this simply means help the child to find words to describe their feelings
4. Mental state talk – When they have big feelings, talk them through it. An example of this is: instead of just putting a screaming toddler in the pushchair and ignore them or shout at them. Place them in the pushchair whilst using mental state talk with affect attunement (this means using their voice to match the energy, not the emotion in the child's distress. *'Mummy knows you don't want to get in the pushchair. You're cross about it. You're cross with mummy. No pushchair. Mummy knows you were enjoying playing with your ball in the sand.*

By using the above strategies the child will feel understood which will help to bring down their stress levels and help them feel socially connected. They will be better able to learn, to use life well, to concentrate, to enjoy relationships and to be kind to others.

What we mean by reflect:

Reflecting is about having conversations with a child that support their emotional and mental health. It facilitates the child to make sense of their life, to develop a language for their emotions and a coherent narrative that makes sense of what they feel. It supports them to understand their thoughts, feelings, bodily sensations and reactions. In making sense of their experience and with the support of an emotionally available adult, who helps them communicate their underlying feelings, they can identify new options and strategies for ways forward with both their hopes and their difficulties.

To support the learning, quality of life and to protect against stress-induced physical and mental illness now and in later life, the emotional well-being of pupils and staff is at the heart of our community. We know that children are not ready to learn if they are in a distressed or dysregulated state.

Through our school values, our children are explicitly taught about the importance of their relationships with others during a weekly assembly.

Positive Behaviour

We believe that promoting positive behaviour consistently and with regularity ensures that all children feel valued within our school community. However, we recognise that, as with consequences, rewards are most effective when they are used consistently within the classroom but also through the school, however recognizing that rewards can be personalised to each class to match their stage of development. Positive recognition is used sincerely and purposefully, thereby encouraging and reinforcing the behaviour we want to see.

These reward choices could include:

- Praise
- A standing ovation
- A positive postcard home
- Stickers
- A positive phone call home
- Sharing of news with the headteacher
- House points
- Displaying the pupil's work
- Photograph displayed on the NED corridor display

At the beginning of the academic year, teachers spend time finding out which rewards will work best for which children. This personalised approach shows children that the adults in school care for them as individuals and that they are celebrated for their uniqueness.

Whole School Reward Systems

It is important that children demonstrate our school values **without** the need for physical rewards. However, we understand that it is also important to recognise when children have shown exemplary behaviours or attitudes to their learning. This is done in the following ways:

House Points

All children are members of one of three house teams – Avon, Teme and Severn.

Children are rewarded with a house point token if they demonstrate good effort or achievement. These tokens are displayed in classes and each week, totals are collected and celebrated on the hall display and in the weekly newsletter. The winning House Team for each half term receives an extra playtime.

Praise Pads

Teachers will send notes home to parents when a child shows exceptional effort or progress and if they demonstrate exemplary behaviour.

Star of the Week

Once a week, one child per year group is nominated for a certificate awarded in a celebration assembly by their class teacher. This child is celebrated in front of the school for going 'above and beyond' to demonstrate one or more of our school values. The chosen children appear on the weekly newsletter and their photos are displayed in the hall for the following week.

Golden Tea

Each Feel Good Friday, one child per year group is chosen to have tea and cake with the headteacher. This child will take along their books to talk through and 'show-off' their progress, which may be with presentation, handwriting, or a particular element of a certain subject area.

Achievement Assembly

At the end of each half term, parents and the school community are invited in to celebrate in an achievement assembly, awarding children on demonstrating the two values for the half term, a Headteacher's Award and Effort in Sport Awards. These children's names are displayed in the newsletter for the week.

Whole School Responses to Difficult Behaviour

At Dodford, we have removed a system of sanctions that highlight poor behaviour, as evidence shows that behaviour does not change long-term as a result.

We aim to increase staff's understanding in nurturing attachments using the PACE approach (Hughes 2015). This means that our pupils are met with a warm, empathetic, playful and curious staff team that will enable them to develop secure, trusted relationships. Staff try to predict difficult or dangerous behaviour and use diversionary methods to defuse situations. Confrontation is avoided wherever possible. Incidents are talked over using restorative scaffolds.

We aim to:

- Keep possible stressors low;
- keep shame possibilities low;
- remain warm, open and engaged;
- keep the number of adults involved low;
- remain actively involved;
- always repair with the individual who was hurt or offended.

We might consider using 'payback' time or acts of kindness as an important part of the reparation. Our school values are at the core of everything we do; misbehaviour is always referred back to these values.

Children take responsibility for their own behaviour and are given time and support to resolve problems within designated curriculum time. However, where behaviour is difficult or dangerous, we take a 'logical consequences' approach to our response. (See Appendix A)

Suspension and Exclusion (for further detail please see Exclusion policy)

Suspension and exclusion is always seen as a last resort when all other strategies have been exhausted. However, it is important to be able to use a suspension or exclusion as a final sanction where the welfare of pupils and staff are at risk by unacceptable behaviour.

Behaviour that might lead to suspension or exclusion include:

- Violence or aggression towards staff or pupils, which does not improve following interventions or other restorative strategies.
- Persistent bullying where other strategies have failed to improve the situation.
- Deliberate damage to the building or property.
- Racial or homophobic abuse which does not improve by use of a range of strategies.
- Persistent disruptive behaviour, which affects the learning of others and does not improve with a range of strategies over time.

Suspension and exclusion will only be undertaken with the involvement of the Senior Leadership Team. Teachers and Support Professionals will be given time to talk to a trusted member of staff if their own mental health has been affected.

In the instance of a fixed term suspension, parents will be telephoned. There will be a meeting between the Inclusion Lead (or another member of SLT in her absence) and the parent involved. A letter detailing the suspension will be given. On the pupil's return to school after the suspension, a re-integration meeting will be held between the Inclusion Lead or member of the SLT, class teacher, parent and pupil. If necessary, a behaviour support plan may be formulated at this time. Regular and purposeful meetings between the parents, child, class teacher and Headteacher will be scheduled to follow up on the support in place. These will be planned in accordance to need.

Monitoring and review

- This policy will be reviewed annually by the teaching staff and the Headteacher.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2024**.

**Appendix A – Logical Consequences Chart
KS1 and KS2 chart**

ABUSE IT, LOSE IT	Temporary loss of privileges, equipment, items and/or activities.
INCOMPLETE WORK	Warning
TALKING DURING TEACHING TIME OR BEING OFF-TASK DURING WORK TIME	Discussion with staff member Separation from group in class
POOR MANNERS – BOTH ACTIONS AND SPOKEN WORD	Loss of some play time Contact Head/Deputy Head
GENERAL POOR BEHAVIOUR	Inform parent – agreed by Head/Deputy Head
PLAYING IN LINE	Warning Send to the back of the line Discuss actions with staff member Contact Head/Deputy Head if the behaviour continues
PHYSICAL OR VERBAL HURT	Whether intentionally or accidentally – Discuss actions with staff member Contact Head/Deputy Head Contact Parent and discuss sanction

EY chart

<p>ABUSE IT, LOSE IT</p>	<p>Can't have the object anymore</p>
<p>INCOMPLETE WORK</p>	<p>Warning</p>
<p>TALKING DURING TEACHING TIME OR BEING OFF-TASK DURING WORK TIME</p>	<p>Talk with your teacher</p> <p>Time Out</p> <p>Loss of some play time</p>
<p>POOR MANNERS – BOTH ACTIONS AND SPOKEN WORD</p>	<p>Contact Head/Deputy Head</p> <p>Inform parent – agreed by Head/Deputy Head</p>
<p>GENERAL POOR BEHAVIOUR</p>	
<p>PLAYING IN LINE</p>	<p>Warning</p> <p>Send to the back of the line</p> <p>Talk with the teacher</p> <p>Contact Head/Deputy Head if not listening</p>
<p>PHYSICAL OR VERBAL HURT</p>	<p>Can't do this!</p> <p>Talk with your teacher</p> <p>Contact Head/Deputy Head</p> <p>Contact Parent and discuss what will happen next</p>

EY Blank Chart

ABUSE IT, LOSE IT	
INCOMPLETE WORK	
TALKING DURING TEACHING TIME OR BEING OFF-TASK DURING WORK TIME	
POOR MANNERS – BOTH ACTIONS AND SPOKEN WORD	
GENERAL POOR BEHAVIOUR	
PLAYING IN LINE	
PHYSICAL OR VERBAL HURT	

Appendix B – Restorative Conversation Prompts

There is a recognition at Dodford that responding to behaviour effectively is crucial in achieving the desired outcome for all involved. At times, this response cannot happen immediately if the child/ren involved are dysregulated. The following openers can help support children before a restorative conversation can then take place.

- Name of child – Are you ok?
- I can see something has happened
- I am here to help
- Talk and I will listen
- Let's solve this together
- Let's make a plan together
- What would help you now?
- Is there anything I can do?
- When you feel like this, what has helped you before?
- Let's go and get a drink of water
- Let's have a walk together
- I am listening
- I care about you
- How you feel matters
- We all make mistakes

Responding curiously to misbehavior (PACE approach):

- Are you ok?
- You don't seem yourself
- It's not like you to ...
- How can we get you back on track?
- Do you think it would help if we ...?
- How can we solve this together?
- Is there a way I can support you?
- What obstacles are you facing?
- Do you remember, last time you were able to

Lanyard Prompt Questions

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

Appendix C – Class Promises

Respect Chart



This chart is an example.

The chart will be adapted to be age appropriate for each class, this may be through symbols and pictures if needed.

Use of values linked to the 3 statements and words from NED will be used as they are familiar to the children.

You Break it/You Fix it and Loss of Privilege



Appendix D – Article of the United Nation Rights of the Child

Article 12

1. States parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law

