



# St Cuthbert's C of E Junior School

Roots to grow, wings to fly

## Relational Behaviour Policy



|                    |                |
|--------------------|----------------|
| <b>Date Agreed</b> | August 2025    |
| <b>Review Date</b> | September 2026 |



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### The Aims of The School

1. Ensure that our school is a happy, secure and supportive place, where everyone is valued and cared for and children feel a sense of belonging.
2. Provide a rich, varied and stimulating curriculum, which is accessible to all.
3. Encourage a love of learning and the desire to expand their knowledge and skills throughout life.
4. Foster spiritual awareness and a sense of awe, wonder and curiosity.
5. Develop the understanding and skills needed to become responsible and effective members of the school and as part of the wider community.

This policy will set out how these aims will be practically realised by staff and governors around the school and in the classroom, with reference to a Relational Behaviour Strategy, within the context of our school visions and values.



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### The Principles

The Governing Body believes that in order to enable effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. We understand that all behaviour is communication and our role is to observe and respond to that communication, to support our children's wellbeing and to enable them to achieve academic attainment.

Behaviourist approaches work for many children, but for those children who have experienced Adverse Childhood Experiences (ACEs) or Trauma or who have specific Special Educational Needs (SEND), a **relational approach** is more effective: Many of these children may not yet have developed internal control, therefore external control systems of rewards are unlikely to impact positively on their behaviour. Therefore, in an aim to ensure inclusivity in our setting, a relational approach is at the centre of our strategy to support behaviours for all children.

St Cuthbert's CofE Junior School values and respects the rights of children. This policy is based on Children's Rights with the responsibility of all named parties to ensure that these rights are promoted, ensuring we belong to an inclusive school community. The school has three rights that underpin this policy:

#### The right to respect

The right to learn

The



right to be safe

#### Being part of the school community

These rights are non-negotiable and all children should show and be shown respect, be able to learn and feel safe. These rights are upheld through a relational approach to supporting good behaviour.



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Our policy is drawn from the [Devon Guidance](#) practice: See Appendix A for further information



## Roles and Responsibilities

**The Governing Body** will establish, in consultation with the Headteacher, staff, pupils and parents, the policy of a relational approach to good behaviour and discipline and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the intentions and expectations are clear. Governors will support the school in maintaining high standards of behaviour through striving to foster supportive relationships.

**The Headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with children whose behaviour challenges is also an important responsibility of the Headteacher.

**Staff**, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual investment



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amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching and modelling good behaviour, including positive relationships, and implementing the agreed policy and procedures consistently.

All adults in school should be trained to enable them to have a good understanding of the theoretical underpinnings of the relational approach and what this approach means in practical terms. The induction of new staff should be considered so that adults who are new to the school are adequately trained to understand and adopt the approach

### **The Governing Body, Headteacher and staff:**

- will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, gender reassignment, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- will promote good behaviour and discipline;
- will promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- will ensure fairness of treatment (including restorative approaches) and equity for all;
- will encourage consistency of approach in supporting and managing behaviours;
- will promote early intervention and manage challenging incidents;
- will provide a safe and supportive environment free from disruption, violence, bullying, racism, sexism and any form of harassment;
- Will encourage positive relationships with parents and carers to develop a shared approach to promoting good behaviour and discipline.

**Parents and carers** will be expected to take responsibility for the behaviour of the child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

**Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying, racism and any form of harassment are reported.



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### Legislation and Statutory Requirements

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

- [Behaviour in schools – advice for headteachers and school staff](#)
- [The Equality Act 2010](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- [Education and Inspections Act 2006](#)
- [Searching, screening and confiscation at school](#)
- [Use of reasonable force in school](#)
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This policy is also linked to the [Anti Bullying Policy, Online Abuse Policy and Exclusions Policy](#), all of which can be found on the school website or available as head copy from school office.



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### Learning Behaviour – being Safe, Respectful and engaged in Learning

At St Cuthbert's CofE Junior School we recognise that children need clear rules, consistency and predictability to feel safe to learn. We believe that if the whole school community adhere to our three Rights: to Learn, to Respect and to be Safe, then we can expect that all pupils can display outstanding behaviour for learning.

There is no one single definition of behaviour for learning, but these are some key examples that we expect within the framework of our rights:

|                         |  |
|-------------------------|--|
| <p>Right to Learn</p>   | <p>Pupils engage with their learning</p> <p>Pupils have the ability to demonstrate resilience</p> <p>Pupils have the ability to understand themselves as learners</p> <p>Pupils aspire</p> <p>Pupils have a positive attitude to work</p> <p>Pupils use resources skilfully to support their learning</p> <p>Pupils are willing to learn</p>   |
| <p>Right to Respect</p> | <p>Pupils have positive interactions with other pupils and staff members</p> <p>Pupils show good manners</p> <p>Pupils think of the feelings of others</p> <p>Pupils try their best and show respect to their peers and to adults by telling the truth and listening to other people's perspectives</p> <p>Pupils take care of the school and its equipment</p>  |
| <p>Right to be Safe</p> | <p>Pupils can modify their behaviour appropriately in different situations</p> <p>Pupils behave in a manner that promotes their own safety and the safety of others</p> <p>Pupils take responsibility for their own behaviour and plan how to repair when things have gone wrong</p> <p>Pupils stay in the allocated school spaces as guide by adults</p> <p>Pupils use words that make others feel safe</p> <p>Pupils follow adult instructions</p> |



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At the start of the academic year, all classes create class agreements, deciding on what these three rights/rules mean in their class and are displayed in every classroom.

### Teaching children to be ready to learn, respectful and safe – our PSHE curriculum

At St Cuthbert's CofE Junior School, we use [The Jigsaw Programme of Study](#) to plan and implement robust PSHE education across the entire school. Our curriculum prioritises supporting children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We also teach Personal, Social and Health Education as a whole-school approach to underpin children's development as people and because we believe this also supports their capacity to learn, their resilience and emotional well-being and mental health and thereby enhance their life-chances.

### What Can Children Expect from Staff?

#### Promoting positive behaviour by building relationships

Building positive relationships is essential. For many children, their needs are met simply through staff forming positive connections with them. This involves all adults being consistent, predictable, reliable, and trustworthy. All adults at St Cuthbert's recognise the importance of using the PACE approach (Playfulness, Acceptance, Curiosity, Empathy) (Appendix B). They strive to know the children extremely well and build genuine, meaningful relationships with those they teach and interact with. This requires deliberate engagement to ensure children feel valued and enables adults to respond to negative behaviour with genuine care. Adults are aware of the cues they give through facial expressions, tone and modulation of voice, and body language. Staff provide structure, routines, and boundaries.

*Staff in the school will demonstrate their established **relationships** through:*

|   |   |   |
|---|---|---|
| <b>Greeting and welcoming children into a calm, ready school and classroom.</b> | <b>Demonstrating a Playfulness, Acceptance, Curiosity and Empathy (PACE) approach towards behaviour</b> | <b>Praising in public. Reminding in private, respectfully</b>   |
| <b>Having consistent rules which are understood by all</b>                      | <b>Using consistent language and behaviour scripts</b>  | <b>Giving deliberate attention (e.g. noticing small things) and interest (e.g. holding them in mind) to build relationships</b> |



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### Promoting positive behaviour through learning experiences and opportunities

Alongside the investment in building relationships, the school recognises that consistent, predictable, and reliable learning experiences help children feel safe and secure. Change, novelty, uncertainty, and challenge can make children feel less safe and may lead them to express this through their behaviour.

*Staff in the school will demonstrate their established **learning experiences** through:*

|   |   |  |
|---|---|--|
| <b>Role modelling themselves as learners and demonstrate positive attitudes to learning</b> | <b>Encouraging and teaching children how to try to solve their problems</b>                   | <b>Planning and teaching to ensure appropriate challenge and learning for all children</b> |
| <b>Actively promoting children's curiosity</b>  | <b>Using an appropriate use of questions to maintain pupil engagement</b>                     | <b>Being clear with all instructions and directions to avoid any confusion</b>             |
| <b>Having a classroom environment conducive to learning</b>                                 | <b>Giving children time to develop empathy through the curriculum – PSHE, assembly etc...</b> | <b>Having high expectations of the learning and work the children can achieve</b>          |
| <b>Raising pupil's self-esteem and expectation of what they can achieve as learners</b>     | <b>Considering how support staff are being used</b>   | <b>Making the language in the classroom accessible</b>                                     |
| <b>Managing change and transitions</b>  | <b>Making learning accessible for all children</b>  | <b>Managing the physical and sensory classroom environment</b>                             |

It's important that families work together with school staff, reinforcing the same messages, and showing the same respect for our rules and staff.

### Celebrating positive behaviour – Excellence Recognition

Praise and positive encouragement are often the most effective ways to promote positive behaviour. Positive behaviour must be recognised sincerely and consistently by all staff members. At St Cuthbert's CofE Junior School, we deliberately and persistently notice children doing the right thing and praise them publicly—either in the moment or during our weekly celebration assemblies. These are the types of praise children will experience in our school:



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- Verbal praise, a 'thumbs up', written feedback or a smile – we explicitly praise the effort or the behaviour shown
- Child sent to show work to another member of staff – we will ask children who they would like to show it to
- Class based rewards such as stickers or marbles
- Certificates
- Star of the Week Award – celebrated in assembly
- Head teacher stickers
- A public word in front of the class or group
- A word to parents at the end of the day, specifically informing them of some action or achievement deserving praise. Or this might be via **Class Dojo** instead.

**Class dojo** is a communication App between the teacher and the parent. Reminders can be sent out to all parents or a specific message can be sent to one parent. Parents are also able to message the teacher. Part of this system is a reward initiative where children are awarded class dojos. Class dojos are collected and from that, children are awarded bronze, silver, gold and platinum stars. Parents are able to go on to their child's class dojo page and see the how many dojos they have been awarded and for what reason.

### **Creating a Relational Support plan – for children who need more help to be ready to learn, to be safe and to be respectful.**

Not all children feel automatically safe in school. Children who have experienced Adverse Childhood Experiences (ACEs), trauma and/or have SEND may need further adaptations to support them feel safe and secure at school. Teachers and the Special Educational Needs Coordinator (SENCo), in collaboration with parents and carers, can create a Relational Support Plan (Appendix C) to ensure consistent strategies are put in place. Ongoing strategies to support relationships that support behaviours may include: daily check-ins, transitional objects between home and school, Emotional Literacy Support Advisor (ELSA), Forest School, Talk About Social Communication intervention or use of the sensory room and sensory circuits to support regulation. With this co-created Relational Support Plan, the child's behaviour will be carefully monitored and reviewed by class staff, SENCo and Head Teacher.

### **Responding to behaviour**

Adults recognise that all behaviour is often a form of communication. We will always look beyond the behaviour and identify what is happening for the child.



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To ensure a consistent approach in potentially challenging situations, we use **emotion coaching** prompts (Appendix D) aligned with the previously documented PACE approach. These consistent prompts help adults to redirect behaviour while keeping language purposeful and minimum.



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When responding to behaviours, adults will react discreetly wherever possible - '*praise in public, remind in private*'. The tone and structure of redirection will focus on the behaviour, not the child

We use **phased interventions** to ensure consistency. Throughout these phased interventions, adults remain calm and use **emotion coaching** steps to redirect behaviour to be positive and respectful and safe to learn. The phased intervention system is cumulative within a lesson/session, but is important that every child has a fresh start each lesson. When children have a successful lesson or playtime, it will be recognised and praised.

If a child reaches the **repair and restore** stage (shown below), this must be recorded on **CPOMs** (see below for explanation) and parents should be informed at the end of the school day. Wherever possible this will be communicated to parents discreetly, using factual language about the event and the repair. If a child repeatedly reaches the **reminder step** - even if behaviour improves temporarily - teachers will discuss this pattern with parents and carers to work together in supporting the child's behaviour.

**Low-level behaviours** in class affects the pupil's own learning and that of other pupils. These might include:

- Minor deliberate damage to another child's or school property
- Misuse of classroom equipment
- Throwing or flicking objects in the classroom
- Misuse of toilets or wash areas
- Interrupting the lesson
- Not being on task and wasting time
- Talking whilst the teacher is talking
- Distracting other children
- Making deliberate noises, gestures or actions to irritate
- Unsafe movement around the classroom / school
- Swinging on their chairs
- Interfering with another person's property or work
- Wandering around class ...

### Reporting and recording behaviour

We will use a secure system called **CPOMs** to record any concerns related to a child. This includes safeguarding concerns and instances of behaviour that do not align with our three rights: the right to learn, to be respected and to be safe. The adult who observed the incident is responsible for logging it as soon as possible, unless a member of the senior leadership team confirms they have sufficient information to do so themselves. Recording behaviour in this way enables us to identify patterns and provide additional support or adapt provision. Our records also inform the effectiveness of our school policies and procedures. All members of staff are trained to use the CPOMs system. The language used to describe behaviour will



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be

clear, factual and fair. This approach remains consistent when communicating with colleagues, parents and carers and when recording in CPOMs.

### Phased interventions

|   |  |
|---|--|
| <p><b><u>Nudge</u></b><br/>This is gentle encouragement and may be non-verbal</p>   | <p>Gently handing them a book or pencil, placing a hand on the table in front of them, a nod, thumbs up</p>  |
| <p><b><u>Reminder</u></b><br/>This is a quick, polite reminder of the rules</p>   | <p>'I notice that you're talking when I'm talking. Remember, we need to be respectful. Please remember it's your turn to listen whilst I'm talking.<br/><b>Thank you'</b></p>  |
| <p><b><u>Reset and time to choose (blue)</u></b><br/>This is a discrete 30 second intervention to make a positive choice - and a blue card given to them as a visual reminder (not to shame them)</p> | <p>'I have noticed that you have continued to talk when you have been reminded not to. Is there something you need to help? Maybe I can give you a movement break or a drink etc.'</p> <p>Remind the child of what next step will be if they do not rectify behaviour and follow the rights/rules.<br/>Each child is given a chance to improve their behaviour and the blue reminder card to be removed</p>  |
| <p><b><u>1:1 Conversation (yellow)</u></b><br/>Persistent low-level disruption despite a 'reminder' will lead to a 1:1 conversation</p>   | <p>A mini restorative conversation should follow continued rule-breaking, with a logical consequence such as 5 minutes of missed play or accompanying an adult on break duty. For example:</p> <ul style="list-style-type: none"> <li>• "Because you continued to break the rules of ____, you'll stay with me for five minutes of your break."</li> <li>• "Because you broke the rules by ____, you'll need to complete the work you missed."</li> </ul> <p>If a child receives more than four yellow 1:1 conversations in a week, the class teacher will speak with their parents.</p> |
| <p><b><u>Repair and Restore – (pink)</u></b></p>  | <p>If a child continues negative behaviour after a 1:1 conversation, a brief restorative conversation (around 5 minutes) will follow, along with a logical consequence (about 10/15 minutes) during play or lunch.</p>   |



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| <p>5-minute restorative conversation followed by 10/15-minute consequence</p> | <p>The '<b>repair task</b>' or consequence—agreed with the child—should relate to the behaviour, such as tidying up, making an apology, or missing football if the incident occurred there. Tasks may also include completing missed work at home, to be returned the next morning.</p> <p>Parents/carers will be informed, and the child should understand the natural consequence. The intervention will be recorded on CPOMs.</p> <p>If the child refuses to engage or agree to a consequence, they will miss the rest of playtime/time in another space or room. The adult may revisit the conversation later that day or the next. This might also be considered to be <b>behaviour which cause harm or a serious cause for concern</b>.</p> |
|---|---|

### Behaviour which causes harm or a serious cause for concern

For repeated behaviour or for one off very serious incident, an available member of staff or a member of SLT will be called on to remove the child from the lesson/space.

A serious incident is a dangerous or deliberate action that shows no respect for property or people such as;

- Physical violence/harm or intention to physically harm
- Leaving the school premises without permission
- Vandalism or stealing
- Throwing furniture
- Deliberately throwing objects at another person or property
- Aggressively swearing at another person
- Actions which affect the health and safety, welfare and learning of members of the school
- bullying, racism, sexism, homophobia or discriminatory language against other protected characteristics
- refusing to follow instructions when the **phased intervention** system has been followed. For example, refusing to go with a member of staff to have a repair talk.

### Responding and calming (also essential before repair and restore intervention - pink)

The safety of the children is paramount in all situations. If a child's behaviour endangers their own safety or that of others due to dysregulation, the class teacher will stop the activity and remove the child. Staff will either ask a child or move them to a safe, calm space to support regulation. We do not isolate or seclude children, but we do withdraw dysregulated children to help them calm down.



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script and lanyard card might be used for a serious incident (such as hitting or kicking):

|                |
|----------------|
| STOP           |
| I can help you |
| Let's go       |

All staff will remain calm and professional, doing their best to stay with the child, following through the process of calming, ultimately using a restorative approach. At times, a 'change of face' may be appropriate. Once children have self-regulated or co-regulated, a **repair and restore** conversation will take place, followed by an agreement on a natural consequence.

Adults will use emotion coaching prompts to help the children calm. Different children will need different techniques. This might be:

- deep breathing
- squeezing or fiddling with a fiddle toy
- listening to music
- curling up in a blanket
- colouring
- reading a book
- kicking a ball
- going for a walk around the school site
- deep pressure activities ...

Adults can decide on the best strategy for individual children as they know them well. Or, they can use the Devon guidance, ***Supporting Regulation through responsive co-regulation (Appendix E.)*** There is often a misconception that children receiving this support are being rewarded for 'bad behaviour'. However, some children need this help to reach a state where they can reason and problem-solve. Over time, it enables them to self-regulate in the future. This extra support for emotional regulation should be viewed as an essential learning intervention.

Once the child is regulated, a red card will be given. It will be made clear to children they should be issued rarely. Children need to understand it is ok to feel angry or upset, but the behaviours they have displayed are not acceptable.

Most management of negative behaviour does not require physical contact. In a small minority of cases it will be safest for everyone, including the child concerned, to use **positive handling**. In an even smaller minority of cases, **reasonable force** will be used in order to safeguard the child and others.



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When a child has shown serious negative behaviour three times in a half term, they will require a Relational Behaviour Support Plan. This will be written in collaboration with parents and carers, and where appropriate, the child. The plan will be added to CPOMs and shared with relevant staff.



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### Repairing and Restoring

Using restorative conversations following serious incidents that that caused harm is far more effective in promoting understanding and learning than a punitive approach. This method helps children develop greater understanding, empathy and responsibility. Restorative conversations are embedded throughout school life e.g. during minor disagreements in class and on the playground. We recognise that every interaction can be an intervention. When harm has occurred, it is essential to allow adequate time for children to repair relationships with peers or adults. These conversations will be facilitated by a class teacher, ELSA or member of the senior leadership team. Children will need reassurance that meeting those who have hurt them will be safe and likely to improve the situation. Adults must also ensure that the process does not shame the child who caused harm.

Restorative conversations aim for all parties involved to learn from the incident, have their needs identified, feelings listened to and valued, and be supported in repairing and restoring relationships. When it is felt that a meeting between those harmed and those who caused harm is not beneficial, restorative exploration can be carried out individually. Following the use of a restorative exploration, adults will reflect on; ***what was the behaviour communicating? How are the unmet needs being addressed? What skills does the child need to develop? What additional learning opportunities are in place to enable this? What suggestions do the children have to support the repairing of the relationship?***

Questions for restorative conversations: (Adults will have these on their lanyards/cards to refer to during conversations)

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

### Consequences

As with the stepped boundaries, consequences for behaviour that has caused harm will be logical and will be designed to help those responsible learn, reflect and adapt their behaviour. It is important that children understand their actions have consequences, but they can be learnt from allowing us to move forward. If it's decided that a child should stay off the playground at lunchtimes, they will work with the ELSA or member of the senior leadership team in order to support them to be respectful and safe. This may include making an apology



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letter, identifying strategies to help them calm when experiencing big emotions, or using the time to catch up on potential missed work.

Further consequences may be:

- Not being on the playground at the same time as other children for \_\_ days/playtimes until we rebuild trust that they can be respectful and safe
- Working in another classroom or a supervised room for a set time while we repair the trust that they can be ready to learn, be respectful and be safe

A member of the Senior Leadership team and/or the Head teacher and class teacher will speak to parents about behaviours that harm or cause serious concern incidents which will be recorded on CPOMs.

The Headteacher or Deputy Headteacher will invite parents into the school to discuss strategies for supporting their child in changing their behaviour.

These strategies may include:

- A Pastoral Support Plan
- Individual Relational Behaviour Support plans
- Staff working together differently to support the child
- Child placed on Special Educational Needs register and receiving SEND support for Social Emotional and Mental Health Needs
- Support from ELSA in school

If the above consequences and in-school supports are applied and there is no improvement in the child's behaviours that harm or cause serious concern, referrals to external agencies may be made. In all cases, agencies will require evidence of support interventions and consequences already applied.

Agencies that may become involved are:

- School Health
- Educational Psychologist
- PFSA or Family Intervention Service
- Specialist School Outreach
- Local Authority Team around the School

Following support from external agencies, parents and the school may consider whether a request to assess for an Education Health Care Plan (EHCP) should be submitted, if the child is deemed to have special educational needs.



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### Suspensions and Exclusions

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to behaviours that harm or cause serious concern incidents or in response to persistent poor behaviour that has not improved following in-school sanctions and interventions. The word 'suspension' is used to refer to what legislation calls an exclusion for a fixed period – where a pupil is temporarily removed from school. Suspensions and permanent exclusions are both types of exclusion.

At St Cuthbert's, we feel very strongly about exclusions. We work tirelessly through our relational approach to avoid exclusions using **Somerset County Council's Preventing Exclusion Guidance**. Exclusions are a last resort, as the evidence we know about exclusions, is that it affects attainment, wellbeing and future outcomes for a child. This can lead to difficulties with future relationships and life chances.

Exclusion is an extreme step and will only be taken in cases where:

- Long-term behaviours that challenge persist, the pupil is not responding to implemented strategies and the safety and learning of others is being seriously hindered.
- The pupil leaves the school site, putting their own safety at risk.
- Permanent exclusion may take place when an incident of extreme seriousness has occurred, following the failure of a range of other strategies. In such a circumstance, the trustees will work with the school, the child and their parents/carers to agree an appropriate way forward.

During the process of exclusion, parents will be fully informed in accordance with the guidance without delay. Children and parents will be expected to attend a reintegration meeting that offers the pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

### Pupils with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to meet the needs of the pupil.



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The

school's special educational needs co-ordinator will use the Somerset Graduated Response Tool to assess a pupil who exhibits challenging behaviour and to determine whether they have any underlying needs that are not currently being met. If we have followed the Relational Behaviour Policy and children are not making significant progress in their behaviour or require high levels of support, they will be added to our SEND register. Once receiving SEND support, the children will be supported through cycles of Assess, Plan, Do, Review.

Some children may need further adaptations to help them have successful relationships with others, regulate their emotions and show they are ready to learn, to be respectful and to be safe. These adaptations will always be agreed with parents, carers and appropriate professionals where necessary. Strategies may include access to our on-site forest school, ELSA or social communication sessions. It may be necessary for a child to spend time away from their main classroom for calm time in our sensory room or other safe space with low social and sensory demand. This will always be detailed in their Plan.

Where necessary, support and advice may also be sought from the local authority SEND team, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When significant needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. It may be appropriate for some children with SEND or SEMH to have a separate and personalised behaviour programme that specifically addresses the pupil's needs.

In exceptional circumstances, children may need to be supported through part-time timetables, alternative provision or possibly even a move to a provision where more specialist support can be provided.



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### Supporting staff well-being and Professional Development

All staff will be trained to understand how they need to be in their relationships with children and why. They will be able to interpret children's behaviour in terms of their relational needs and understand the needs of children who have attachment difficulties or who have experienced trauma.

Standing items at staff meetings will ensure that there is always space and time for regular professional dialogue about the relational approach, including time to de-brief following significant behaviour that challenged.

The induction of new staff is carefully considered to ensure that adults new to the school are adequately trained to understand and adopt the approach.

Peer supervision or peer coaching is helpful for sharing ideas and problem-solving and line management supervision will additionally support development both at personal and organisational level. The adults in school should feel that they are listened to and that their views will make a difference. Respectful relationships within the work place, where all adults are valued, is key.

### Behaviour policy additional information

#### Use of reasonable force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them hurting themselves or others. Incidents of physical restraint must:

- Always be used as a last resort. De-escalation to be used in the first instance
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book in the office
- Contact family will be made

#### Power to search pupils

Power to search learners without consent can be used if conducting a search for the following prohibited items:

- Knives and weapons, alcohol, illegal drugs, stolen items, tobacco & cigarette papers, fireworks, pornographic images.



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Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

### **Confiscation**

Any items that distract pupils or others from their learning may be confiscated. We will also confiscate any item which is harmful or detrimental to school life. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate, at the end of the day.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct. Action will be in line with the DfE guidance on Dealing with Allegations of Abuse against Teachers and Other Staff'



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### Appendices

#### Appendix A



#### Developing Relationships

Developing Relationships involves Building Relationships, Supporting Inclusion and Setting Boundaries.

In order to be successful at school all children need to build relationships which enable them to feel safe and secure and develop a sense of belonging in school. This is done through providing relational support in the form of Protection, Connection, Understanding and Care.

In order to be fully included some children need additional support to enable them to access learning and to be included in all aspects of school life. It is important to consider whether children's SEN and wider needs have been recognized and supported.

In order to learn together we need to have a shared understanding of our rights, roles and responsibilities and how these manifest themselves as expectations of behaviour, agreements and rules. Boundaries should be clearly communicated and regularly discussed.



#### Responding and Calming

Responding and Calming involves Keeping Calm, Regulating Emotions and Managing Crisis.

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships, manage low level disruption and promote a calm, harmonious and supportive learning environment.

Most children will at some point overstep a boundary and will need reminding about agreements and expectations.

We need to develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide clear instruction and guidance around expectations. Supportive action and intervention within the classroom will enable most children to stay within boundaries.

Children who experience strong emotions that lead to harmful or challenging behaviour will need skillful co-regulation to enable them to be calm and develop their capacity for regulation. How we respond in a crisis should be coordinated, clear and communicated to ensure the safety of all students.



#### Repairing and Restoring

Repairing and Restoring involves Resolving Conflict, Repairing Harm and Supporting Change.

Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused.

Applying a restorative framework following conflict or when incidents have taken place can be far more

successful in supporting understanding and learning than a punitive approach.

Restorative frameworks need to be underpinned by a strong restorative ethos. Adults need to be skilled and able to use, model and teach good co-operation, communication and emotional literacy skills.

Restorative work involves regular conversations, class meetings, peer mediation, conflict resolution as well as more formal restorative meetings and enquiries.

Guidance for Developing Relational Practice and Policy, Devon County Council, 2020  
<file:///T:/SEN/Mental%20Health/Mental%20Health%20Service%20Team/2021-2022%20docs/Guidance%20for%20Developing%20Relational%20Practice%20and%20Policy%20-%20Devon.pdf>



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### Appendix B

#### PACE:

A trauma-informed approach to supporting children and young people PACE was developed by Dr Dan Hughes (a clinical psychologist specialising in childhood trauma) more than 20 years ago as a central part of attachment-focused family therapy. It was created with the aim of supporting adults to build safe, trusting and meaningful relationships with children and young people who have experienced trauma. The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security.

Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.

#### Playfulness

A playful stance adds elements of fun and enjoyment to day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their discipline. While such a response would not be appropriate at the time of major misbehaviour, when applied to minor behaviours, playfulness can help keep it all in perspective.

#### Acceptance

Through acceptance, it's hoped that the child learns that while the behaviour may be criticised and limited, this is not the same as criticising the child's self. The child then becomes more confident that conflict and discipline focuses on the behaviour, not the relationship with adults nor their self-worth.

#### Curiosity

Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. Curiosity, without judgment, is how we help children become aware of their inner life and reflect upon the reasons for their behaviour.

#### Empathy

Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times. The adult is



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demonstrating that they know how difficult that experience is for the child. The adult is telling the child that they will not have to deal with the distress alone.

School staff will be referring to the following document for their understanding of the PACE approach: <https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>



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## Appendix C

Example Relational Behaviour support plan templates:

### Relational Behaviour Support Plan

|  |   |   |
|--|---|---|
| Name:  | Class:  | Class Teacher:  |
| Trigger Behaviours: (common situations and where and when likely to occur)   |   | Topography of Behaviour: (ie describe what the behaviour may look like)                                       |
|  |   |   |
| Primary strategies to be used (where possible) before handling intervention: | Positive handling strategies/supportive intervention – only when other appropriate strategies have been exhausted | Strategies to avoid:  |
|  |   |   |
|  |   | Should .... leave the school grounds, the Procedures for Pupils Leaving the School Site protocol will be used |
| Recording and Notifications required after handling strategies used:         |   |   |
|  |   |   |

|                       |  |  |  |
|-----------------------|--|--|--|
| Key targets for Child |  | How parents will support child achieving these targets |  |
|-----------------------|--|--|--|



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### Relational Behaviour Support Plan (2) Template

Please see guidelines for writing Individual Support Plans for further information.

|  |                     |                         |
|--|---------------------|-------------------------|
| Name of the individual:                  | Date of birth:      | Date completed:         |
| Name of the person completing this plan: | Parental Signature: | Date of planned review: |

Accurate baseline description - it's important to know how an individual is at baseline so that we can measure if specific approaches and responses are effective.

|   |  |
|---|--|
| Baseline description (in XXXXX's current school environment): | Positive behaviour support/primary strategies that work: |
|---|--|

Reasonable adjustments are changes that are made for individuals to fully access and participate in the service provided.

|                         |
|-------------------------|
| Reasonable adjustments: |
|-------------------------|

|  |  |
|--|--|
| <b>Anxiety behaviours:</b><br>What we might see or hear:                     | <b>Secondary strategies - Support:</b><br>Strategies to support myself:<br><br>Strategies staff could use:             |
| <b>Defensive (safety-seeking) behaviours:</b><br>What we might see and hear: | <b>Secondary strategies - Support and choices:</b><br>Strategies to support myself:<br><br>Strategies staff could use: |
| <b>Crisis behaviours:</b><br>What we might see and hear:                     | <b>Tertiary strategies - Support and risk reduction:</b>   |

|   |  |
|---|--|
|   | <b>Strategies to support myself:</b><br><br><b>Strategies staff could use:</b>                 |
| <b>Recovery behaviours:</b><br>What we might see and hear:  | <b>Support strategies:</b><br>Strategies to support myself:<br><br>Strategies staff could use: |
| <b>Repair and reflection process:</b><br>This should take place when the individual is ready. The debrief document helps with the planning and implementation of this process.                                  |  |
| <ul style="list-style-type: none"> <li>Once XXXXX has calmed down, supporting him to understand why he was feeling angry.</li> <li>Restorative justice to support repairing relationships as needed.</li> </ul> |  |

Choose specific behaviours to target rather than generalising.



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### Appendix D

### Emotion coaching

#### USING EMOTION COACHING: 3 SIMPLE STEPS



Adapted from a model by John Gottman



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### Appendix E - Devon guide to supporting regulation through responsive co-regulation plans

| State of Regulation                            | Potential displayed behaviours  | Responsive co-regulation  |
|--|---|---|
| <b>Calm</b><br>Safe/socially engaged           | Steady heart/breathing rate.<br>Calm state of arousal.<br>Open to social engagement.<br>Expressive facial expression and voice prosody.<br>Able to listen, process language and engage in thinking to learn.  | Maximise expressive social engagement.<br>Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses.<br>Engage thinking skills to reflect and make connections.<br>Introduce gentle challenge through play/activity.   |
| <b>Mild Stress</b><br>Alert/Agitated/Withdrawn | Slightly raised heart/breathing rate.<br>Signs of agitation, frustration, anxiety.<br>Raised hypervigilance.<br>Lack of focus, easily distracted.<br>Increased mobilisation.<br>Early signs of needing to take control or helplessness.                                   | Connect through eye contact, movement and facial expression.<br>Express calmness through storytelling prosody and open facial expression.<br>Attune to mood, intensity and energy of the child.<br>Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness.<br>Respond empathically and validate feelings.<br>Use calming, soothing and regulatory activities.  |
| <b>Dysregulated</b><br>Mobilised               | High levels of arousal/distress.<br>Hyper vigilant.<br>Difficulty listening and focusing.<br>Mobilised – fidgeting, jumping, running, climbing etc.<br>Raised voice with lack of prosody.<br>Decreased expressivity.<br>Threatening behaviour.<br>Oppositional behaviour. | Reduce social demands whilst remaining present.<br>Provide individual attention.<br>Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated.<br>Convey your calm and regulated state by being confident and contained.<br>Use quiet, calm sounds and tones which are expressive and confident.<br>Reduce language, give short clear directions. Avoid questions and choices.<br>Use predictable routine.<br>Reduce sensory input, lights, noise. Use sensory soothing.  |
| <b>Dysregulated</b><br>Immobilised             | Lowered heart/breathing rate.<br>Reduced energy.<br>Shuts off from surroundings/dissociates.<br>Depressed state.<br>Immobile/frozen.<br>May feel faint.   | Gentle, soft and delicate manner of coming close, making them aware of your presence and support.<br>Use comforting and predictable voice.<br>Use invited touch to soothe.<br>Singing, humming, music.<br>Use sensory soothing.<br>Calm and gentle reassurance.   |
| <b>Crisis</b>                                  | The child's behaviour means that they or other people are not safe.   | An individualised plan of action which outlines action to be taken in the event of unsafe behaviour.<br>This may include advice from outside agencies.<br>The plan should be shared with the child and include their views as to what helps and with all staff working with the child.<br>Roles and responsibilities should be clear.<br>If the plan includes physical intervention staff should have had the appropriate training. Devon LA recommend PIPS training.<br>Adults need to provide high levels of containment through their way of being – having a plan can help. |



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### Contact

Helen Mullinger – Headteacher  
School.office@scjwells.co.uk  
01749 678066