



## Relationships Policy

<b>Formally adopted by the Governing Board of:-</b>	<b>Drake Primary School &amp; Little Pirates Child Care</b>
<b>Chair of Governors:-</b>	Holden Cook
<b>Brought to Governors &amp; adopted on:-</b>	<b>19.3.24</b>

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## **Aims**

- To have a consistent, trauma informed relationships policy, which is clearly recognised, understood and practised by children, staff, parents and governors
- To foster secure relationships, with mutual respect between all adults and children in order to develop a positive school atmosphere; a place where pupils, staff and visitors feel valued and safe.
- To develop intrinsic, positive systems to recognise the broadest possible range of academic and non-academic achievements, and to adopt restorative strategies to support dysregulated behaviour
- To adopt an inclusive, flexible policy and practice in order to support each individual to thrive at school

## **Introducing the Policy**

At Halcyon, we know that all our pupils are different in their strengths, needs and experiences. We understand that throughout school life children and families will experience different challenges, so this policy aims to provide as much guidance and information as it can. In order to support those times of change there will be a whole range of individual personal plans working in the school at any time, these have to be flexible to support the children effectively, it would not be possible to include them all in this document. This policy and guidance are regularly reviewed and subject to change in line with the needs of our school family and as we grow as a profession in our understanding of relationships and behaviour support.

### **To the Children**

Every opportunity must be used to ensure that children clearly recognise and understand their behaviour expectations within the relationships with their teachers, peers and the wider school community. Situations during every school day such as acts of worship, emotional regulation check-in's, playtimes, circle times, worry boxes, story times and lunchtimes are all vital parts of the day when positive behaviour must be recognised and relationships should be built upon. This policy should be shared as part of all lessons where appropriate and planned specifically in PSHE/RSHE, RE lessons and during collective worship linked to our school values.

### **To the Governors**

Governors will all have a copy of this document. It will be the responsibility of the Chair of Governors to ensure that new governors receive a copy as soon as possible after appointment. Nominated governors should take part in an annual review of the policy and undertake school visits to observe the policy in action as part of that review.

### **To the Parents**

The Relationships Policy will be available to parents or guardians of children in our school, shared in newsletters, and website and clarified in parents' meetings, as and when queries arise.

### **To the Staff**

Full commitment from staff is vital to the implementation of the policy; all staff will build positive relationships, use restorative approaches and provide logical consequences to support

children in achieving a love of learning, understanding and behaviour in line with school values. New staff, students and volunteers will review as part of our induction process.

Every member of staff and all our volunteers play a vital role in ensuring that positive learning behaviour is maintained. All staff will have CPD on relationship building, positive behaviour support, trauma informed approaches and emotional regulation. All staff will refer to the Policy and use the agreed practice.

### **Our School Values and Culture**

At Halcyon, we know that positive relationships are the key to a nurturing school culture. All staff must endeavour to meet the needs of all children, using relationships to understand each child as an individual. If children in our schools know that we care about their wellbeing, they will trust us and know that their classroom is a safe place to learn. We know that time invested in building these positive relationships with our pupils is never wasted, and that secure relationships will support pupils to succeed in all aspects of their development. Safety, care and happiness are vital to embedding a 'love of learning' culture, supporting children to be curious, feel empowered and thrive. Key to any positive relationship is staff and pupil self efficacy, at the heart of Halcyon is a commitment to ensure children are at the centre of their own learning journey.

We ask that all members of our community embrace each of our school values:

#### **Hope**

We have an unswerving confidence that we all are able to grow and improve through both our successes and our mistakes. We are certain we can all make a difference in helping the world become a better place.

#### **Aspiration**

We champion the belief that everyone can become happy and productive citizens, and we encourage all to dream big and achieve great things.

#### **Trust**

We operate in the assurance that our school aspires to help everyone achieve their best. The starting point in our relationships is the belief in the good intentions of others.

#### **Kindness**

We appreciate the fact that acts of generosity and goodwill will strengthen relationships in our school and in our community.

#### **Love**

We believe in the importance of nurturing and protecting the wellbeing of others, choosing to serve them selflessly.

#### **Forgiveness**

We acknowledge that the world is not a perfect place and know that hurts will arise. We have the strength and resilience to challenge injustice without becoming encumbered by blame.

#### **Respect**

We uphold every person as a unique and worthy individual. Each should be empowered to function and thrive in their roles, whatever those may be.

**Courage**

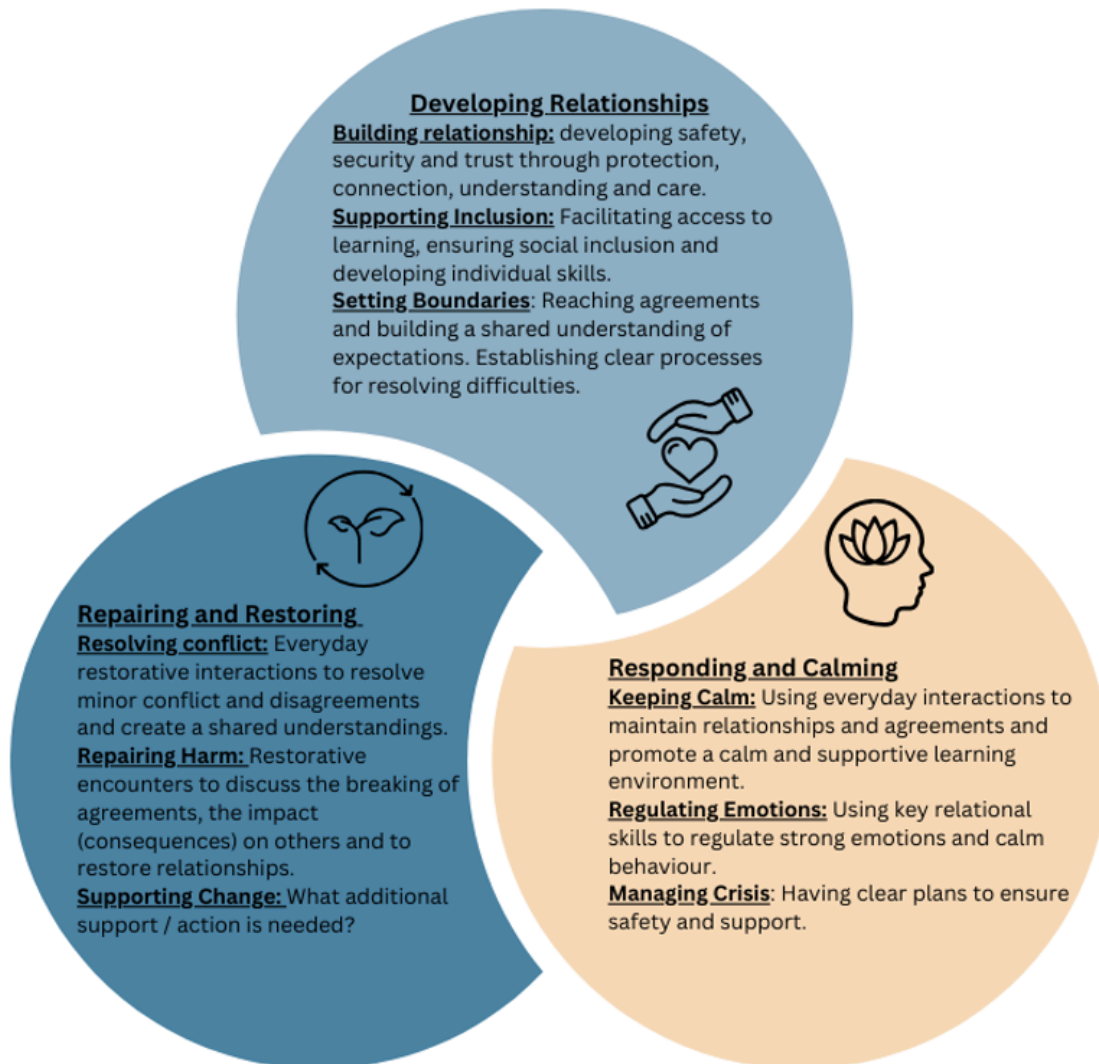
We foster the growth of strong character so that all can form principled opinions and be emboldened to stand up for what is right and good. We are willing to try new approaches to our learning.

**Friendship**

We promote the development of caring individuals who can and do support each other and explore how to work together for the greater good.

## The Relational Approach

In order to be successful at school, pupils need a relational approach to behaviour. This includes developing relationships, responding to and regulating behaviour and restoring and repairing following incidents. All elements of this relational approach have been integrated into this relationships policy, ensuring it underpins everything we do to support pupil behaviour.



## Our non-negotiables for staff to build positive relationships

- Listening to the voice of all pupils
- Having an unconditional positive regard for all pupils
- Providing pupils with a calm, safe and nurturing environment
- Delivering a curriculum that is designed to engage all in their learning
- Providing morning greetings and wellbeing check-in's
- Using a PACE approach (see proactive approaches)
- Self-awareness, self-regulation and self-reflection – acknowledging that everyone makes marvellous mistakes!
- Upholding clear boundaries and high expectations
- Providing consistent, predictable routines and structure
- Building a sense of belonging for each individual child
- Being representative of all, breaking any cultural stereotypes
- Implementing assessment systems that allow all pupils to show their progress

## The Restorative Pathway

Our restorative pathway encompasses our trauma informed approach to behaviour. We value proactive approaches such as building relationships, play, and emotional regulation at the highest regard. We use the actions within the pathway to support dysregulated behaviour, knowing that all responses must be supportive. We expect all professionals to be professionally curious about pupil behaviour, and to think proactively about what actions we could take to promote positive behaviour and support pupil regulation. We understand that behaviour is a form of communication, and can be an emotional response to a specific need. These actions are not exhaustive and are selected based on the profile of individual children.

Behaviour	Actions	Logical consequences	Positive recognition
<ul style="list-style-type: none"> <li>Repeated disruption of teaching and learning</li> <li>Repeated disengagement in learning</li> <li>Hurting others emotionally</li> <li>Hurting others physically</li> <li>Poor attendance and/or punctuality</li> <li>Repeated inappropriate touching of others</li> <li>Non-attendance at Educational Visits</li> <li>Inconsistent support for learning and behaviour from home</li> <li>Damage to minor property</li> </ul>	<p><b>Universal school actions</b></p> <ul style="list-style-type: none"> <li>Collecting pupil voice</li> <li>Lesson planning adaptations</li> <li>Giving pupils directed choices e.g. carpet or chair</li> <li>Seating planning, positive role models</li> <li>Relationship building</li> <li>The PACE approach</li> <li>The Zones of Regulation support</li> <li>Development matters assessment</li> <li>Boxall profiling</li> <li>Logical consequences</li> <li>Advice from line manager/Pastoral Team</li> <li>ABC behaviour observations / behaviour analysis</li> <li>Parent/carer collaboration</li> <li>Differentiated PSHE curriculum</li> <li>Home/school communication book</li> <li>Social stories</li> </ul>	<p><b>Optional logical consequences for all stages within the restorative pathway.</b></p> <p>These will depend on the behaviour, pupil, context and related actions:</p> <ul style="list-style-type: none"> <li>Restorative conversation between pupils – conflict resolution support</li> <li>Restorative conversation with a member of staff – in the pupil's own time</li> <li>Time in a safe space/buddy classroom</li> <li>Completing learning at another point of the school day</li> <li>Tidying the environment</li> <li>Learning being sent home</li> <li>Meeting with parents and school</li> <li>Significant incident letter</li> </ul>	<p><b>Optional positive recognition for all stages within the restorative pathway.</b></p> <p>These will depend on the behaviour, pupil, context and related actions:</p> <p>All pupils will receive positive recognition, regardless of their stage on the restorative pathway.</p> <ul style="list-style-type: none"> <li>Praise</li> <li>Work used as an example for others e.g. sharing work under a visualiser</li> <li>Sharing successes with families</li> <li>Secret student</li> <li>Marble jar – whole class rewards</li> <li>Responsibility for a class or whole school routine</li> <li>Leadership responsibility for whole school or year group e.g. school council, peer mentor, librarian, sports Coaches, eco schools' representative, head boy, head girl, prefects (Year 6)</li> <li>"Special mention" during class phase worship that focus upon academic, non – academic achievements and exemplary behaviour</li> <li>Visiting another adult in the school for praise</li> <li>Positive marking of work children's work (see feedback within the teaching and learning policy)</li> </ul>
<ul style="list-style-type: none"> <li>Persistent emotional harm to others</li> <li>Bullying or cyberbullying</li> <li>Serious damage to property</li> <li>Repeated physical harm to others</li> <li>Unsatisfactory attendance and punctuality, impacting on learning</li> <li>Home school partnership is not positive and is detrimental to pupil progress and wellbeing</li> <li>Serious persistent disruption</li> <li>Serious and persistent refusal to follow instructions</li> <li>Swearing</li> <li>Considerable damage to property</li> </ul>	<p><b>Enhanced and specialist actions</b></p> <ul style="list-style-type: none"> <li>Pastoral team enhanced support</li> <li>Pastoral Support Plan</li> <li>Adaptations to interventions and provision groups</li> <li>Parents/carer additional collaboration</li> <li>Continuing logical consequences e.g. tidying an area, learning sent home</li> <li>Referrals to relevant external agencies (see external agencies list)</li> </ul> <p><b>Individualised Zones of Regulation Profile risk management plan (personalised behaviour pathway)</b></p>		
<ul style="list-style-type: none"> <li>Persistent, serious and harmful disruption to the learning of others</li> <li>Persistent, serious physical harm to others</li> <li>Threatening behaviour</li> <li>Homophobic, racist, sexist or other hate comments</li> <li>Sustained bullying including cyber bullying</li> <li>Selling or using drugs/weapons</li> <li>Illegal behaviour</li> <li>Breakdown in relationships with parents/families and school impacts negatively on learning and wellbeing of child</li> <li>Persistent and serious inappropriate touching of others</li> <li>Serious damage to property</li> <li>Absconding from school site</li> </ul>	<p><b>Specialist external actions</b></p> <ul style="list-style-type: none"> <li>Inclusion team advice</li> <li>Specialist Resource Base referral</li> <li>Educational Psychologist support</li> <li>Adaptation of school timetable</li> <li>Anti-bullying policy</li> </ul> <p>On rare occasions, for persistent, serious behaviour breaches, exclusions will need to be considered. Please see relevant sections of the policy for information regarding exclusions.</p>		

## **Emotional Regulation**

Emotional regulation is a key component to supporting our pupils to show behaviour for learning. For pupils to engage in the curriculum, they must first feel regulated and ready to learn. It is the responsibility of adults to support our pupils to learn how to regulate their emotions, as we know that some of our pupils can have differences in their emotional regulation skills. In order to support a child to regulate, the adults must first ensure they are regulated themselves (see acceptance within the PACE approach).

As part of our emotional regulation curriculum, we implement The Zones of Regulation across the school. The Zones of Regulation provides an accessible way to think and talk about our emotions, sorting them into four coloured zones. It consists of systemic lessons, with developmental, skills based planning and related resources. A core belief of The Zones of Regulation is that all zones are OK, and that we routinely experience them throughout the day.

The Zones of Regulation is implemented in a wide range of ways, including:

- Collecting pupil voice using the four zones to facilitate conversation
- Check-in times – morning, after playtimes, end of the day. Adults will also check in, to model the language. Each classroom will have their own ‘check-in’ station.
- Whole class strategies – tools children can use in each zone for the whole class
- Regulation stations – each class will have a designated ‘regulation station’ area within their classroom, with other calm spaces across the school to support regulation
- Class text/story time – how are the characters feeling? Why? What strategies could they use? Having a character from your class text on the zones check-in!
- Restorative conversations during or following an incident (see restorative conversations)
- Each classroom has a ‘worry box’
- Zones of regulation profiles
- Taught within the PSHE Curriculum

## **Emotion Coaching**

As part of our use of The Zones of Regulation curriculum, we can support children using emotion coaching techniques to understand their emotions, why they happen and how they can use strategies to regulate them.

Emotion coaching develops the following skills:

- Self-awareness
- Self-regulation
- Internal motivation
- Empathy
- Relationship building and social connections

***When we emotion coach, we support children to:***

1. Identify their emotions
2. Understand all emotions are OK, by validating and empathising with them
3. Setting limits on behaviour if needed, this can include scripts e.g. “it is OK to feel angry, but it is not OK to \_\_\_”
4. Problem solving to recognise strategies to support regulation next time

**CALM scripts can support us to emotion coach:**

**Connect and acknowledge:** “\*child’s name\* I can see you might be frustrated”

**Limit and boundary set:** “It is OK to feel frustrated, it is not OK to throw your book”

**Move things forward:** “Why don’t we try the first sentence together?”

**De-escalation**

De-escalation is a vital component of how we support pupils to regulate their emotions, supporting a reduction in the likelihood of an escalation of behaviours that harm. Our de-escalation approaches are evident throughout this policy and within our restorative pathway, and have been collated using a range of relevant, up to date research and training.

The Norfolk Steps ‘Step On’ programme contributes to the strategies we use to promote positive behaviour and support de-escalation. These approaches include consistency and boundaries, behaviour analysis and the understanding that behaviour is a form of communication. We have a trained Step On lead professional within the school, who is able to embed this practice through continuous professional development and with the support of online resources and modules.

Our ‘Step On’ training also provides us with the tools to use non-restrictive physical intervention to support pupils to regulate and remain safe at school. Within school, we will use the ‘everyday’ physical interventions of shoulder and arm ‘hugs’, including the use of deep pressure to support the body to regulate. These will only be used if it is appropriate and supportive for the child and agreed with all stakeholders as part of their positive behaviour support planning (Zones of Regulation Profile).

Any other physical intervention strategies will only be considered on extremely rare occasions, once we have exhausted all other de-escalation approaches to supporting behaviour. These interventions must only be used if it is reasonable, proportionate and necessary to do so for the immediate safety of the pupil themselves and others around them.

**De-escalation Scripts**

Scripts are a powerful tool to support de-escalation for our pupils. Scripts support us to be regulated as adults, in addition to regulating the pupils. These scripts often follow a PACE approach, in particular showing our pupils curiosity and empathy for their behaviour. It can be helpful to address the pupil with their name before using a script.

Some supportive scripts can include:



“Are you OK/ how can I help you?”

“I hear you”

“I wonder if we could...”

“I noticed that you...”

“I am here when you’re ready”

“That would make me feel \_\_\_\_ too”

“It is OK to feel \_\_\_\_, but it is not OK to\_\_\_\_”

“Thank you for telling/sharing with me”

### **Steps to regulation**

We can follow the below steps to regulation in order to de-escalate pupils who have reached crisis, these steps are used with flexibility and adaptations must be made in order to meet the needs of the individual pupil:

1. Time and space, using a PACE approach
2. What happened? Listening to pupil voice to see if there is an immediate solution
3. Feelings/zones check in
4. Strategies and tools choices - reminders of the appropriate behaviour choice
5. Here are two strategy choices
6. Here is the strategy I recommend
7. Logical consequences

### **The Zones of Regulation Profile**

Our universal actions within the restorative pathway, including our emotional regulation curriculum, will support most children into positive learning behaviours. We recognise, however, that some pupils' learning behaviour is such that a more personalised approach is needed, such as a child with experience of trauma or those who are neurodivergent.

In these cases, the pupil will have a Zones of Regulation Profile as part of their personalised, positive behaviour support. These will be created alongside all stakeholders, including the pupil, parents, class teacher and the Pastoral Team.

(see appendix 2)

### **The PACE Approach**

The PACE approach was developed by Dr Dan Hughes, an American psychologist who works with children who have experienced trauma.

These principles help to promote the experience of safety for young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

PACE stands for: Playfulness, Acceptance, Curiosity and Empathy.

We know that for some children who have experienced trauma, using a PACE approach to develop relationships and to respond to behaviour is often the best initial response, in order to support the child to feel emotionally safe. Once the connection has been made, we can introduce reflecting on the behaviour to move forward.

*“Connect and redirect: When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive, bring in the left-brain lessons”* - The Whole Brain Child, Daniel J. Siegel and Tina Payne Bryson

(see appendix 3)

### **The Boxall Profile**

The Boxall Profile is used across the school for every child to assess their social, emotional and mental health needs. We value the importance of understanding the SEMH needs of every pupil, and know that if a pupil has difficulty in these areas, this will impact their behaviour and learning.

When used across the whole-school, the Boxall Profile is able to uncover undiscovered moderate SEMH needs in pupils. Using the Boxall Profile is the best way to identify and address these underlying SEMH needs, to ensure that every child and young person gets the support they need to engage fully with their education.

Boxall Profile assessments are not designed as a diagnostic tool for specific mental health conditions, learning difficulties or developmental difficulties. Instead, assessments are designed to help professionals understand and work more effectively with children and young people, in a way that’s sensitive to the needs of the child or young person being assessed.

At Halcyon, our SEMH practitioner supports class teachers to complete Boxall profile assessments each term. They then analyse the profile of each class to implement relevant actions, positively impacting the identified Boxall strands within each class.

### **Curriculum Enrichment**

The design of our curriculum naturally promotes positive behaviour, through a broad and balanced range of subjects, which ignite joy and curiosity in pupils. We have outstanding enrichment within our curriculum, knowing that learning is limitless and can take place within and beyond the classroom. Some of the ways we enrich the curriculum include: Forest School, regular trips and visits, Radio Drake and a specialist music and the arts curriculum. Curriculum enrichment can be personalised to meet the needs of individual pupils to celebrate their strengths.

### **Pupil Voice**

Pupil voice is invaluable to everything we do, and collaboration between us as professionals, pupils and families is the key to building trusting relationships. Pupil voice is collected in a structured way

through formal documentation, but we also know that pupils are often most confident sharing their voice through play and within relaxing environments.

Pupils are also able to use their voice to advocate for pupils across the school through the vast amount of school councils and clubs we host. The Pastoral Team monitors the engagement within councils and ensures all pupil groups are fairly represented within them.

### **Mediating in conflict**

With children; These steps are offered as a guide for mediating significant conflicts between children in the playground by collecting their pupil voice. The ultimate aim of this kind of intervention is to help the children come up with their own constructive solutions to problems they face. They will also learn from the way in which adults handle situations of conflict. This model takes time to develop and will only be appropriate where time and support from colleagues is available.

**Decide whether to intervene;** will children resolve the dispute satisfactorily themselves? Is someone likely to get hurt? Check your own feelings; are you feeling regulated? Are you anxious about failing to control the situation? Are you blaming one side already?

**Keep calm and an open mind:** breathe deeply and try to look calm.

**Separate the opposing parties and move away from an audience:** try to find a quiet place to talk further.

**Give time for both sides to regulate:** it may be helpful to require both sides to take some time to regulate if they are not ready to communicate.

**Give each side a chance to speak without being interrupted:** explain that you will give time for each one to be heard and ask each of them to listen to the other without interrupting. Ask them to speak to you rather than each other. Listen without signs of blame or judgement. Ask what happened, what they wanted and how they felt at the time of the conflict starting: encourage 'I messages' i.e. that they say how they feel without blaming the other person.

**Ask how they are feeling now and what they want to do now:** if they are still arguing try asking them to repeat what each other says, to ensure that they are listening to each other. Ask them to come up with solutions which they both feel happy about: it may be helpful if they go away and come back after they have found a solution or if the problem cannot be resolved.

## **Observing, Analysing Recording and Monitoring Behaviour**

### **Behaviour Observations and Analysis**

We will use a range of tools from Norfolk Steps, The Zones of Regulation and other relevant frameworks in order to observe and analyse the behaviour of our pupils. These tools will support our professional curiosity and reflective practice to ensure we understand the underlying needs, which are being communicated as behaviour. These tools are also vital in informing our individual pupil zones of regulation profiles and pastoral support plans. We will use the provided guidance from the

relevant frameworks and support from the Pastoral Team in order to enable our staff to use these tools confidently and effectively.

Some of the tools we use include:

- Roots and fruits tree analysis
- ABC (Antecedent, behaviour, consequence) recording
- My zones across the day regulation tracker

(see appendix 4)

### **Behaviour Recording and Monitoring**

Records are kept digitally on Pupil Asset and on CPOMS (where a safeguarding concern) to identify and monitor all behaviour. All members of staff are responsible for recording behaviour. The Pastoral team, alongside the Lead Behaviour Professional, will regularly monitor behaviour records.

#### **Positive Recognition and Logical Consequences**

**Our agreed school expectations are as follows:**

- 1) Praise. No put down
- 2) Hands, feet and objects to yourself
- 3) Follow instructions
- 4) Talk quietly, stay on task

Our values are demonstrated through our school expectations and help guide us in our relationships with our peers and the adults around us. The school expectations should be displayed noticeably in every classroom, so that teachers can refer to these regularly.

#### **Positive Recognition**

The positive behaviour of our pupils should be recognised and celebrated. We understand that extrinsic rewards are not effective in supporting lifelong learning, so we use praise and other forms of recognition to show our pupils that we value their positive behaviour.

Our positive recognition includes:

- Praise
- Work used as an example for others e.g. sharing work under a visualiser
- Sharing successes with families
- Secret student
- Marble jar – whole class rewards
- Responsibility for a class or whole school routine
- Leadership responsibility for whole school or year group e.g. school council, peer mentor, librarian, sports Coaches, eco schools' representative, head boy, head girl, prefects (Year 6)
- "Special mention" during class phase worship that focus upon academic, non – academic achievements and exemplary behaviour
- Visiting another adult in the school for praise

- Positive marking of work children's work (see feedback within the teaching and learning policy)

### **The Tribal Classroom**

We experience the greatest joy and security when we are integrated into a community, similar to a 'tribe'. When we work together, our learning is optimised. The promotion of neuroplasticity is facilitated when we are part of a collective and feel a sense of belonging. Therefore, communities and educational settings are typically characterised by democratic leadership, collaboration, teamwork, equity, trust, and a feeling of inclusion. Strong interpersonal relationships are essential components of community membership. Consequently, by cultivating communal educational environments that embody these characteristics, we greatly enhance children's educational experiences, while also providing crucial support for their happiness and overall well-being. Our main positive recognition approach is our class marble jar, which enables us to build a positive tribal classroom culture.

### **Marble Jar**

Whole class rewards have a greater impact than those given individually, we encourage our pupils to work as a team towards a joint reward. The class considers together what learning behaviours need to be present in order for marbles to be placed in a jar, in addition to the end goal they are working towards together. Marbles are placed into the jar, and once this is full the class earns their agreed reward e.g. pyjama day, class party, additional activity or visit. Once a marble has been earned and placed in the jar it must not be removed. A Secret student will earn a marble for the class if they are named.

### **Secret Student**

A 'secret student' is chosen anonymously and randomly at the start of each school day. The class teacher monitors the positive behaviour of the secret student throughout the day, and that student is named if they have demonstrated our school values throughout the day. These students are named on the school website each week to share with families.

### **Logical Consequences**

It is important to note that teachers should use a range of proactive approaches prior to implementing consequences, and that where possible they should be logical in relation to the behaviour. We avoid consequences that take away something that has already been earned, or that intervene with needed provision. We recognise that logical consequences will be tailored to the child and the circumstances.

Logical consequences could include:

- Tidying the environment
- Learning being completed at another point in the school day
- Learning being sent home to complete
- Time in a regulation space
- Time in a buddy classroom

In the case of a child causing physical harm to another child, an immediate logical consequence is required and the pupil must be asked to go to a regulation space or buddy class to ensure the safety of others. Time in a regulation space or buddy class should not exceed the time a child can retain the purpose of the action, considering the age and understanding of the child.

## **Significant Incidents**

### **Significant Incident Letter**

In rare circumstances, pupils will show serious dysregulated behaviour that is considered a significant incident. These must be taken seriously and communicated to parents/carers on the day of the incident in the form of a letter.

Significant incidents can include:

- Significant physical or emotional harm to themselves, others or property
- Serious, persistent disruption to learning
- Racist/homophobic/sexist comments and behaviour
- Theft

(see appendix 5)

### **Racism, Homophobic or Sexist behaviour**

If racist terms or gestures are used we must be clear about the procedures set out in our Race and Equality Policy, these must be recorded on CPOMS, and be responded to consistently. Our aim is to inform the children why these terms or gestures are unacceptable. We hope to eradicate all racist comments and prejudices. We also need to support and protect any victims of racism. The victims must be listened to and taken seriously. They must feel secure in the knowledge that they will be supported.

Our protocol for responding to incidents of racism is as follows:

#### **1st incident of racism**

An after school detention will be implemented. Parents/carers will be asked to come into school and the incident shared, with next steps outlined to the families

#### **Following incident of racism:**

The consequence for this becomes a fixed term exclusion.

In all cases of racism, learning packs are provided to develop children's understanding of racism and to support them to eradicate all racism moving forward. For some children, we will need further resourcing to support their understanding of the seriousness of using such comments, terms or gestures. Each pupil's understanding will be assessed on an individual basis to support next steps.

Sexism is unfair or unreasonable discrimination between the sexes. Comments or insults based on a person's gender or exclusion of others on the grounds of their gender are unacceptable. Adults and pupils must also be aware of stereotyping comments or unreasonable maintenance of traditional sexual roles. Staff will ensure that through our RSHE curriculum and alongside our stated school mission, vision, aims and values, why equal opportunities are necessary. They use positive models to avoid sexism, and positive reinforcement should be employed, the Diversity

Council will review curriculum and classes for positive images and resources. Audits will identify resources and images that are relevant. It is important that staff employ similar strategies for dealing with both racism and sexism. These are discussed further in our Equal Opportunities Policy and in our RSHE policy.

### **Theft**

Pupils should be discouraged from bringing unnecessary items to school. The naming of all possessions will help to avoid arguments about ownership. There are a few children who feel compelled to take other people's property. These children may need specific support and guidance. Close links between home and school are needed to discourage theft. Parents are asked to return any objects that do not belong to them, however small or trivial, back to school.

### **Resetting Significant Incidents**

Staff may request to reset a child's history of Significant Incident Letters if the child has not received one in the last four school terms. This decision will be made by the Pastoral and Senior Leadership Teams. Previous incident letters will be archived on the system so that they can be referred to.

### **Exclusions**

We recognise that any form of exclusions can contribute to trauma for children, which means we ensure all other actions have been exhausted prior to exclusions being considered. Any form of exclusion can have a significant detrimental impact on children's relationships and their sense of safety, which goes against our trauma-informed beliefs. Exclusions will only be considered when a significant incident/s lead to the seeking of advice from the inclusion team around how we can keep all pupils and staff safe from harm within the school environment. Our restorative pathway and personalised profiles will be followed, and we will endeavour to work with families and pupils at every step to keep them safe and happy within our school environment.

DfE Guidance Suspension and permanent exclusion guidance see link below.

[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

### **The Pastoral Team**

At Halcyon, we have a team of professionals who meet each week and review the Pastoral needs across the school. In the team we have the following staff who, in addition to their designated responsibility, will support and challenge all members of the team in all aspects of the team's work. (School Charter)

- SENDCo – Responsible for supporting pupils with Special Educational Needs or Disability, SEND policy, inclusion support

- Specialist Provision Lead – Responsible for supporting pupils with Special Educational Needs or Disability, outreach support, the integration of SRB pupils to their classes
- Designated Safeguarding Leads – Responsible for the safeguarding of all pupils, updating safeguarding policies, leading training and practice
- EAL Lead – Responsible for supporting pupils with English as an Additional Language
- Parent Support Assistant – Responsible for supporting families with a range of need, monitoring attendance and punctuality, outward referrals
- Relationships and Culture Lead – Responsible for supporting with positive behaviour across the school, building relationships, anti-bullying, cyber bullying, conflict resolution
- Relationships and Social, Emotional and Mental Health Practitioner/s – Responsible for providing support and interventions for pupils with SEMH needs over our universal offer, Boxall profiling

Each member of the team will help to provide guidance and resources for children and families experiencing difficulties at school. They will also provide challenge and support for each other as we monitor the quality of the provision at Drake and Little Pirates and how well it supports children in meeting or exceeding national expectations. Each term there are specific agenda items identified by the Senior Leadership team and the governing body, these are recorded on the School Operational Overview where we evaluate provision in the particular aspect of the Pastoral Teams work.

Following each meeting members of the team will undertake actions and or policy changes as required. All records can be made available to the parents where they have information about their own children. No other child's information should be shared with families; in this instance records must be redacted. All folders and discussions are confidential; see School Charter and Confidentiality Policy.

### **Pastoral Support Plan**

If a pupil has moved across the restorative pathway and universal actions are not having an impact, pupils might be allocated a Pastoral Support Plan. These are usually allocated to pupils who do not have identified special educational needs and disabilities (SEND). This is a collaborative plan between the pupil, parents/carers, class team and the Pastoral team to support the pupil to demonstrate positive behaviour. It is vital that the child understands that the school and family want them to be happy and learn and that all children have a right to feel safe in school. We have a shared responsibility to ensure this is communicated through the plan.

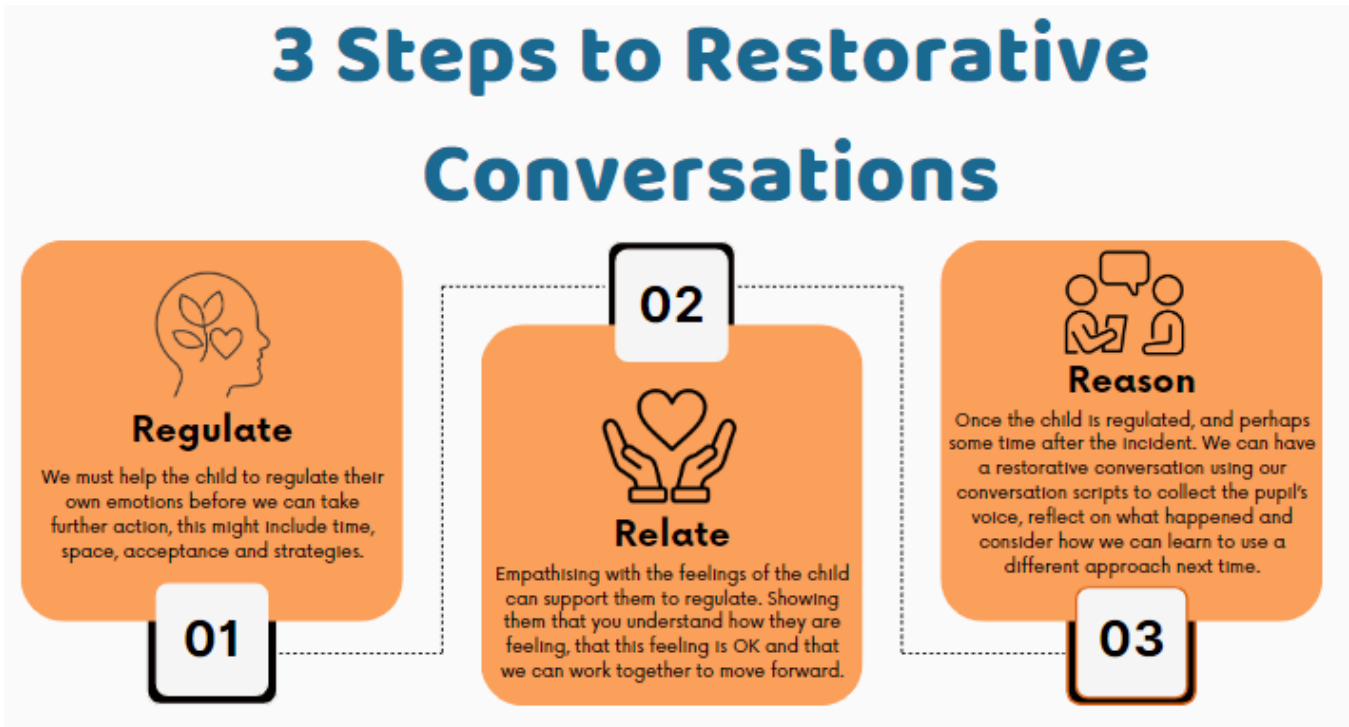
1. Class Teacher to meet with the child and establish and agree the behaviours to be supported
2. Ask the child what he/she feels they could do to contribute to the behaviour change
3. Ask the child how we can help
4. Negotiate with the child the area of behaviour which they need to change. Set one or two targets only, using your own discretion, to decide if two targets are achievable. If not, only set one. At this stage, it is vital to ensure other resources such as a pupil's Zones of Regulation profile align with these behaviours and targets. Tools within our 'behaviour observations and analysis' section must be used to inform this plan.



- Collaborate with parents/carers to create a plan. This is to be reviewed in a meeting every two weeks, where parents, staff and the pupil can share their voice on the progress.

### **Restorative conversations**

It is important to create the opportunities to have restorative conversations with pupils as they are regulating and following incidents of dysregulation. Pupils must be given the time and space to regulate with empathy and acceptance, then we can support children to understand their behaviours and the consequences of these. We follow the 3 R's of regulate, relate and reason.



We use restorative scripts and visual prompts to structure these conversations, which can be adapted based on the individual needs of the child. We have restorative conversation scripts for pupils in EYFS, KS1 and KS2 (see appendix 6).

### **Collaboration with Families**

Throughout each stage of our behaviour policy and pathway, we will work collaboratively with parents and carers to ensure their voices inform the actions taken to support positive pupil behaviour. Working together is part of our school culture, we know that when we work together to support pupils, we see the most successful outcomes.

We will remember the parents are our 'partners' and must be treated with courtesy at all times. The vast majority of communication with parents is a positive and supportive experience, however occasionally we will need to have more difficult conversations with families.

If a parent is upset or angry it is very important that we remain calm, supportive and professional. Anger and frustration can occur for a range of reasons, and the parents must be supported through this and empathised with.

**Here is our guidance for professionals when communicating with families:**

**Clarity**

Ensure communication is clear and concise. Make sure you don't overuse technical language, but also that you do not sound patronising.

**Regulated**

Are you regulated as a professional? Are you feeling dysregulated or defensive? Remember to take a breath. You can rehearse what you want to say with a member of the Pastoral team.

**Curious**

Show the parent that you are listening and taking their concerns seriously. Be professionally curious about what this concern might be and how you can support it with reassurance, actions and next steps.

**Open**

Show that you are open to communication from the family. Demonstrate this with your body language and through open questioning such as:

"How can I help?"

"Can you share your voice with us?"

**Informative**

Share your professional and school voice with the parent. Ensure you only provide facts and not your personal opinion.

Let the parent know exactly what your action will be to help the situation. It may be that you need to find out more information (check that school policy has been adhered to) in which case arrange a time to meet or call soon after the original communication to follow up. If the situation cannot be resolved, seek advice from the Deputy/Headteacher either later in the day or if the parent is particularly dysregulated, immediately.

**Reflective**

Be reflective and repeat the actions at the end of your communication to ensure this is clear and that all parties agree with next steps.

**Some useful scripts include:**

*I'm calling to share my concerns with you around the behaviour of ..... today. (Use positive language to share a negative message)*

*Today it has resulted in ..... following ..... consequence.*

*I can see/feel/hear this has upset/worried/concerned you (Acknowledge parents' emotions).*

*Moving forward, our aim is to look at what we can do together to enable ..... to make more positive choices (Inclusive language: our, we, team, share, choice, guidance, contribution).*

*As class teacher I would really welcome your contribution and insight into how you feel we can all guide ..... into positive behaviour choices.*

### **Ineffective Communication with Staff at Halcyon**

Parents and families play a fundamental role in supporting their children into learning behaviours that help pupils develop a lifelong love of learning. Teachers and parents working in effective and supportive partnership will always have the most significant impact on life at school. As a school, we appreciate that home and school will not always be in agreement with decisions made. Therefore, these measures are in place to ensure that the voices of all are heard to resolve any communication difficulties.

However, there are rare occasions when a parent or family member becomes unable to communicate their concerns respectfully. This could result in ineffective communication, including:

- Shouting
- Aggressive behaviour
- Inappropriate language
- Harassment (as defined by the Public Order Act (section 5) Harassment Alarm or Distress is deemed to have taken place if/when a course of conduct has been identified and the responsible adult has continued to repeat the unacceptable behaviour.

### **Our Communication Protocol**

The Pastoral Team will take the following steps to address ineffective communication, and return to a positive home/school partnership:

#### 1. Phone call with family member

In the first instance of ineffective communication, we will communicate our concerns directly with the family, in order to resolve these communication difficulties immediately and return to a positive parent partnership. We will deliver a clear statement regarding the ineffective communication, in order to collect both staff and family member voice and come to a resolution. We will make the family member aware of the potential next step within our policy.

#### 2. Email communication with family member

In the event of a second instance of ineffective communication, we will follow up with a formal email. This email will again outline a clear statement regarding the details of the ineffective communication, providing further opportunity to come to a resolution. The family will be advised of the actions to be taken at this stage, and further actions should ineffective communication continue.

#### 3. Initiating the PSA Protocol

In the event of three instances of ineffective communication, the PSA protocol will be initiated.

If any member of staff identifies a parent or family member to be causing them to feel persistently harassed, alarmed or distressed, in any or multiple forms of communication, including social media, the headteacher will trigger the PSA Protocol.

In a formal letter, the family member will be informed that their conduct is causing harassment and or alarm and or distress and to cease the behaviours. The PSA protocol will remain in place whilst leaders review the conduct of the adult concerned. Taking statements from staff as to the nature of

the communication. The protocol allows the parents/family to communicate solely through the Parent Support Advisor by email for safeguarding purposes only. There will be no email, spoken or written communication. Parents cannot communicate through other channels. All communication will be through the PSA within 5 days. Linking to the Working Together Agreement and our school's complaint policies.

If there is no resolution and the harassment or other unacceptable conduct continues, the Headteacher may choose to ban the parent from the site for a fixed period. If the situation is repeated the Headteacher may decide to permanently ban the adult from the school site as there will have been a breakdown of trust and confidence between home and school.

## **Use of music to support a positive learning environment**

Music has been shown in numerous studies around the world to have a remarkable impact upon learning. Studies have shown that music can significantly aid academic performance. Learning to play instruments, to recognize rhythm and to read music has been proven to enhance academic performance. Music can be used for specific purposes, such as Don Campbell describes in his book, 'The Mozart Effect.' He tells how children have overcome specific difficulties through practising reading with a metronome on 60 beats per minute. More relevant, perhaps, to teachers in the classroom, is the fact that music can be used to alter or enhance mood, to demarcate time on task, to energize, to aid relaxation or visualization, or to commit facts to memory.

### **To energize:**

Genesis. Turn it on again, from Three Sides Live  
 Eric Clapton. Swing Low Sweet Chariot, from Cream of Clapton  
 James Brown. I Feel Good, from I Feel Good  
 Vivaldi. Mandoline Concerto (Kramer Vs Kramer)  
 Pachelbel. Canon in D major  
 Chopin. Fantasy Impromptu op 66 in C sharp minor

### **To authenticate a mood:**

Lighthouse Family. Lifted from Ocean Drive  
 Deep Forest. Marta's Song, from Boheme  
 Elton John. Funeral for a Friend, from Goodbye Yellow Brick Road  
 Eric Clapton. Let it Grow, from Cream of Clapton  
 Mozart. Clarinet Concerto - Adagio (Out of Africa)  
 Mozart. Piano Concerto No 21  
 Take That 'The greatest day'  
 M People 'What have you done today'

### **To demarcate time on task:**

Bruce Springsteen. Born to Run, from Greatest Hits (7 mins)  
 Sister Sledge. We are Family, from We are Family  
 Liszt. Dream of Love No 3 in A flat major (3 mins)  
 Brahms. Waltz No 2 in A flat major op 39/15 (1-2 mins)  
 Handel. Sinfonia from 'The Messiah I' (3 mins)  
 Sinding. The Rustle of Spring op 32/3 (3 mins)  
 Percy Parker Times Tables Songs

### **To relax:**

Annie Lennox. Why, from Diva  
 Bitty Mclean. Stop this World, from Just to Let You Know  
 Mike Oldfield. Tubular Bells.  
 Schubert. Ave Maria  
 Chopin. Etudes op 10 - No 3 in E major 'Air'  
 Bach. Concerto for 2 violins and orchestra (Children of a Lesser God)

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Wellbeing in the Primary Classroom: A practical guide to teaching happiness and positive mental health

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## **Appendix**

### **Appendix 1 – Play Guidance**

#### **Guidance notes to support play at Drake and Little Pirates School for young children**

In her book 'Learning through Play: Babies, Toddlers and the Foundation Years', Tina Bruce outlines twelve important features of play:

- In their play, children use the first-hand experiences that they have in life.
- Children make up rules as they play, and so keep control of their play
- Children make play props
- Children choose to play. They cannot be made to play
- Children rehearse the future in their role-play
- Children pretend when they play
- Children play alone sometimes
- Children and adults play together, in parallel, associatively, or cooperatively in pairs or groups
- Each player has a personal agenda, although they may not be aware of this
- Children playing will be deeply involved and difficult to distract from their deep learning. Children at play wallow in their learning.
- Children try out their most recent learning, skills and competencies when they play. They seem to celebrate what they know
- Children at play co-ordinate their ideas, feelings and make sense of their relationships with their family, friends and culture

Without encouragement to explore their world through play, children are likely to develop difficulties in forming healthy relationships

This research must lead us to wonder what the effects are on adult behaviour for children who are denied play opportunities in their formative years. You only have to watch a toddler play to see how elements of his real world give structure to his play. Sometime in their second year, children usually begin to engage in imaginative, or symbolic, play. A yogurt pot can become a telephone that is carried to mommy to be answered. A sandwich at lunchtime can evoke a game of 'feeding the ducks' and a bag of carrots can trigger a game where everyone in the family has to pretend to be a horse. This is the stage of play that Piaget labelled the 'preoperational stage.'

For example

This morning twenty-month old Susie is lining up her teddy bears to feed them. First she offers a plastic apple, 'Yum yum', then a drink of water, 'Tup tup tup'. Next she offers a pretend bowl of oatmeal, 'No, no, no, me don't like!' squeals the first teddy. The imaginary oatmeal ends up on the floor. Susie is working through a scene from breakfast time, when she had decided that she would prefer a banana to oatmeal. Mommy didn't have any bananas. Susie had cried and thrust the oatmeal at her mother. She is still cross, and this game is helping her to process her feelings and make sense of what had happened. 'B'na-na later,' she tells teddy.

Susie's mother is paying attention and realises that Susie is working through the episode from that morning. 'I know you were upset that I don't have any bananas,' she says, 'shall we go to the store when you're dressed to buy some for lunch?' Susie beams a smile at her mother.

‘B’na-na later,’ she says. ‘Yes,’ laughs her mother, ‘we’ll have banana later.’ She validates Susie’s feelings and reassures her that it is acceptable to feel anger but that it is good to find a way to work through that anger and find a solution to the problem.

Experienced teachers learn to judge when to become involved in children’s play and when to simply observe and let children take the initiative. It can be tempting to over-organise or dominate the natural play in the classroom. A balance has to be achieved where structure and enrichment do not become control, and spontaneous play is allowed to develop. The classroom must offer a rich environment that stimulates and encourages spontaneous play. The teacher’s role is to observe, interact, and provide for the development and enrichment of play activities. Sometimes she will need to join in the game; at other times she will simply observe and make a mental note of how she might be able to extend the learning. Occasionally she will need to intervene to help children to manage their emotions or actions within the game. Through this sort of play children develop physically, cognitively, emotionally, and socially.

Time needs to be used to maximum effect, but ‘wasting time’ must not be confused with spending time on worthwhile non-academic activity! Children also need substantial periods of uninterrupted time to become engrossed in their own play. While this is happening, adult interaction can potentially become interference in learning, and the experienced teacher will usually be able to sense when to stand back and observe the play and when to become involved. This uninterrupted time is essential if play is to develop and grow into real long lasting learning. Getting the balance right by intervening in play at the right moments is vital. Making the judgement of what is the right moment is a skill that can take a lifetime to perfect. The important thing is that teachers are conscious of their motives for getting involved in children’s play, and assess the effect of such intervention. Being aware of the purpose for getting involved in play means that the teacher can make a better judgement about when it is a good idea to join in the children’s learning and enrich the experience, and when it is better to allow them to create their own adventures and follow them through to their natural conclusion.

The balance between adult directed, adult initiated and child-initiated activities needs to be carefully monitored, for the whole group and the individuals within it. Teachers need to be sure that new knowledge and experiences are systematically offered and reinforced, that new skills are demonstrated and practised, and that new opportunities are presented and discussed. They need to be aware that there is a danger that:

- the adult’s agenda will override the need for children to play and experience things first hand
- the rush and hurry of the curriculum will squeeze out the need for time committed to high quality play
- the emphasis on evidence and testing will result in children spending time completing worksheets for a file, rather than talking about their play
- teachers will be affected by a ‘top down’ pressure from colleagues who do not understand the importance of play for young children

It is important to remember that a ‘second hand’ experience, that is, an experience which is reported by another person, can never replace a first-hand experience which involves all the senses, the whole body and ideally a supportive companion. It is important that teachers provide a balance of types of play, and that they also stand firm about its value and importance. This means that often teachers bear the responsibility for educating others about the value of play. This can be done by:



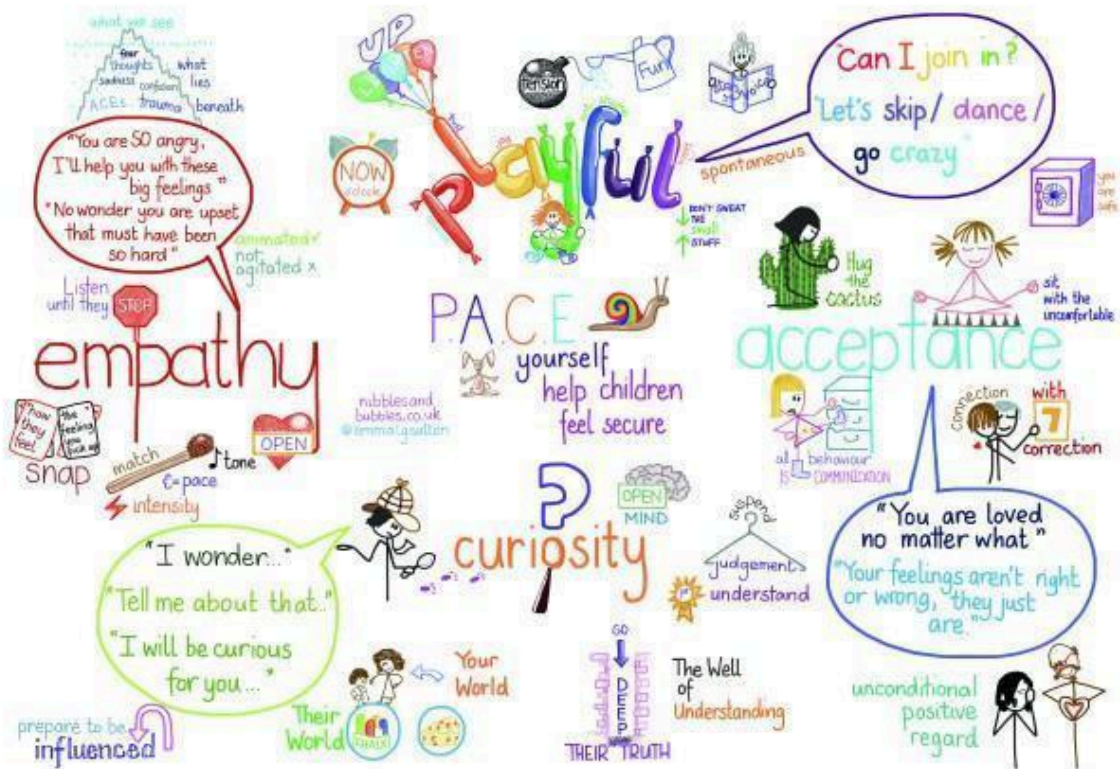
- Valuing children's play by observing it, joining in, talking about it, praising good examples, telling parents about what happens and giving children opportunities to talk about it at plenary sessions and group times.
- Working with managers to ensure that there is a clear understanding about the value of play.
- Ensuring that all the adults join, value and observe play activities.
- Giving public value to play by talking about it to parents and others, ensuring everyone understands its importance, photographing it and recording what happens.
- Talking to colleagues who work with older children about play and providing them with examples and documentation to explain its importance.
- Leading workshops where adults have to explore new concepts – and showing them that the best way for them to do this is through first hand play experience!

To read the full article click [here](#) and follow the link to The Importance of Play.

**Appendix 2 – Zones of Regulation Profile**

<p>'s Zones of Regulation Profile</p> <div style="border: 1px solid black; border-radius: 15px; width: 150px; height: 100px; margin: 10px 0;"></div> <p><u>What keeps me here?</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>What do I like to do?</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>DOB:</p>	<p>Date:</p>	<p>Reviewed on:</p>	<p>What happens?</p>	<p>Why?</p>	<p>What helps?</p>	
<p>Reconnecting (as I am regulating):</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Restoring (when I am regulated):</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Signature of Plan Co-ordinator.....</p> <p>Signature of Parent / Carer.....</p> <p>Signature of Young Person.....</p>					

## Appendix 3 – The PACE Approach



### Playfulness

"Let's run, jump, climb, wiggle"

"I wonder who can get to \_\_\_\_ the quickest"

"shall we move like a frog or a rabbit?"

### Acceptance

"It is OK to feel \_\_\_\_"

"I can see you need some time and space"

"I am here/ready when you need me"

### Curiosity

"I wonder if \_\_\_\_"

"Could \_\_\_\_ help?"

"I wonder what caused these big feelings?"

### Empathy

"That must have been really tricky for you"

"That would have made me feel \_\_\_\_ too"

"I remember when \_\_\_\_ happened, I felt \_\_\_\_"

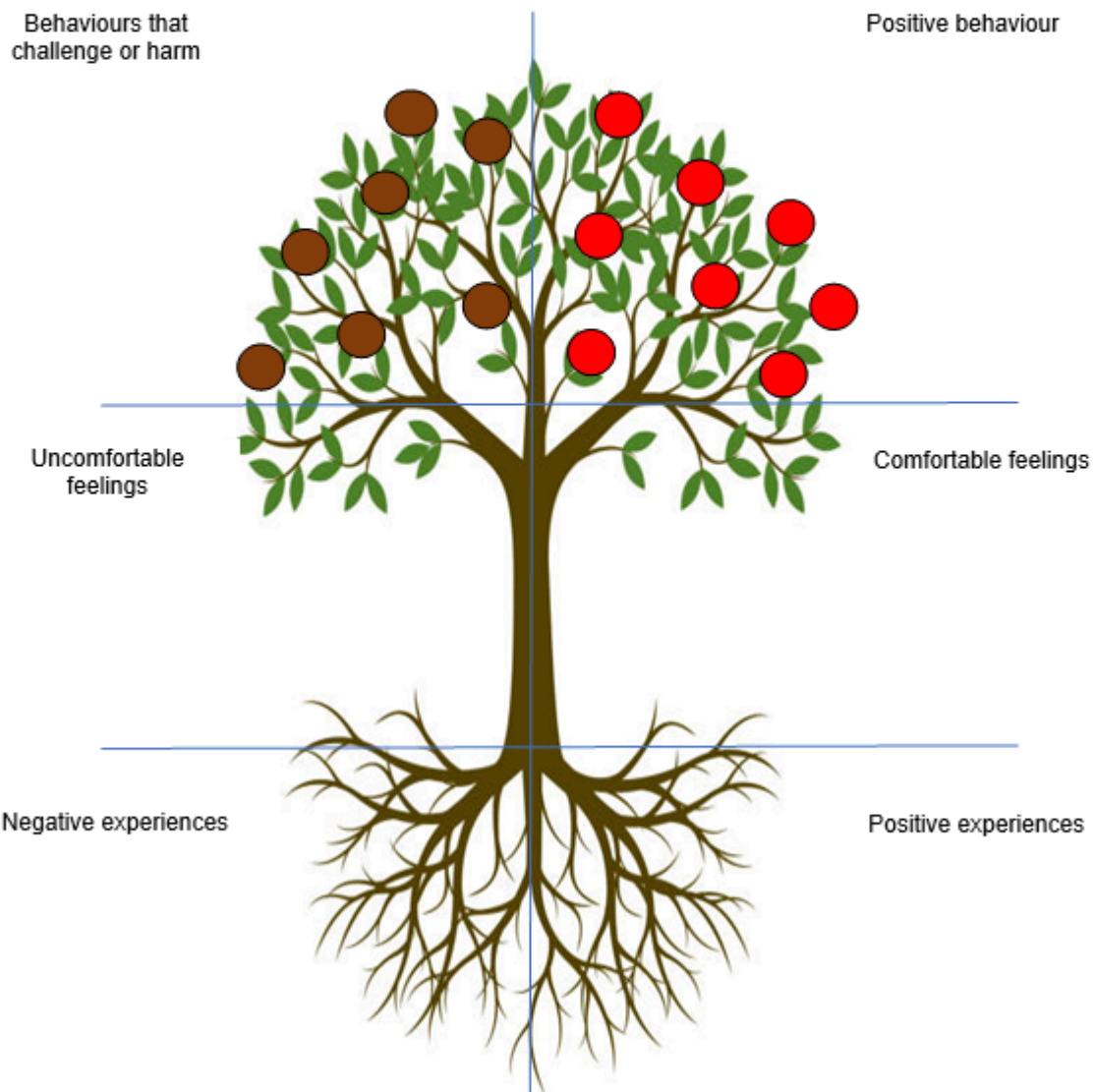
**Appendix 4 - Behaviour Observations and Analysis Tools**

**Roots and Fruits Tree**



**Roots & Fruits Analysis**

Name:	
Date of analysis:	
Date of review:	
Who contributed to this analysis?	



**ABC Recording**

ABC Chart

<b>Date/Time</b>	<b>Activity</b>	<b>Antecedent</b>	<b>Behaviour</b>	<b>Consequence</b>	<b>Pupil response</b>
<i>Date/time when the behaviour occurred</i>	<i>What activity was happening when the behaviour occurred</i>	<i>What happened immediately before the behaviour</i>	<i>What the pupil did or said and how long the behaviour lasted</i>	<i>What happened following the behaviour (adult response or environmental change)</i>	<i>Upon receiving the consequence, how did the pupil respond?</i>

**My zones across the day tracker**



**Appendix 5 – Significant Incident Letter****Full date****Significant Incident Letter Number ...**

Dear **parent/guardian name**,

Unfortunately, I am having to write to you regarding **child's name** behaviour.

Our school rules are:

Praise no put down

Keep hands, feet and objects to yourself

Follow instructions

Talk quietly stay on task

On **insert date**, **child's name**, **child's action (please copy and paste behaviour log from Pupil Asset including children's voice and remove children's name replacing this with Child A etc)**. Our policy of ensuring all children are heard before we decide a consequence has taken place, through restorative conversations. As a result, **child's name** has received the following consequence; **(Insert consequences AGREED with child)**.

I have included a copy of the Restorative Pathway Poster for your information, with the behaviour displayed and actions taken highlighted. As you can see, the school are supporting **\*child's name\*** to regulate, and to show our school values and learning powers. A full copy of our Relationships Policy can be found on our school website.

Please support the school, by talking to **child's name** about our school behaviour expectations using the attached restorative conversation template, or in a way that meets your child's needs best. If you need help with this then the class teacher or member of the pastoral team are very happy to help.

Thank you for your continued support.

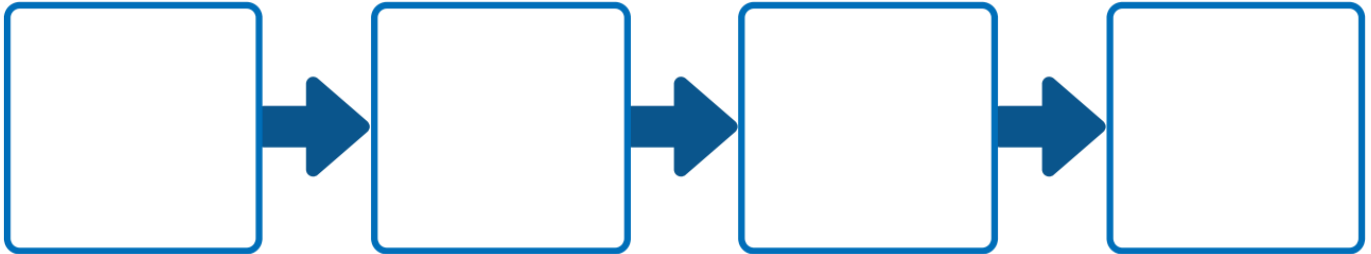
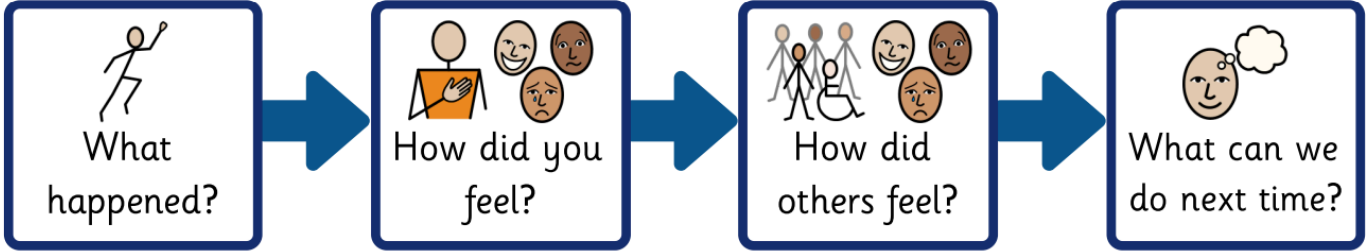
Yours sincerely,





**Name of Class teacher**

Drake Primary School

Appendix 6 – Restorative Conversations Templates

 My Reflection



My Restorative Conversations	Home				
	School				
What happened? 					
How was I feeling? 					
How did others feel? 					
What could I do next time? 					
What could others do to help me? 