



## **Relationships & Behaviour Policy**

# Holy Trinity and S. Silas

## Our Mission Statement

Holy Trinity and S. Silas School was founded by the Church in 1847 to serve the community and to provide an education for every child in the area.

We offer all our children an education of the highest quality taught through the arts and lived through the principles and practice of the Christian faith. We provide a place where all children and adults know their contribution is valued and where they can develop their own faith in God and in one another.

We aim to help every child develop to their full potential, to achieve highly, succeed, and grow in confidence and abilities. Our inspiring curriculum provides all the skills every child will need for life, it develops their self-confidence, awakens their imagination and encourages them to think independently.

We value the diversity of backgrounds and cultures which enrich our life and help our school become the unique place it is. The life of our school is integral to that of the Parish: we both contribute to our local community and benefit from it in our achievements.

It is in this way that we prepare our children for the future and fulfil our school motto: 'Fortis in Fide' (*Strong in the Faith*).

*"And let us consider how we may spur one another on toward love and good deeds, but encouraging one another-and all the more as you see the Day of the Lord approaching."*  
(Hebrews 10.25)



'Strong in the Faith'

## **The purpose of our behaviour policy**

- To promote positive behaviour among children, adults and the whole school community.
- To enable staff to support children with their behaviour responses, providing children with strategies that enable them to self-regulate.
- To enable all members of the school community to develop and maintain positive working and social relationships.
- To ensure that the whole school community understands that behaviour is communication and responds supportively and effectively.
- To ensure that children and adults are valued and have a sense of belonging, feeling safe, secure and valued.

## **Strategies for promoting positive behaviour**

At Holy Trinity & S. Silas all staff treat children fairly and sensitively, we listen to them, we hear both sides of any disagreements, and we help children sort problems out in a way that enables resolution. We strongly promote children having a fresh start that expects learning from our mistakes.

Clear, concise and consistent expectations of behaviour will be described, modelled and encouraged through class/whole school assemblies and in class time to ensure that all children understand what is appropriate.

We actively promote the school ethos of care, courage and co-operation (known as the Three Cs) in all our interactions with adults and children alike.

Staff create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons support maximum engagement, generate positive behaviour responses and earn respect.

We promote empathy with the feelings of others as a result of one's own actions and reinforce active involvement of everyone in school with decisions about their own lives. We believe that it is necessary to create opportunities for reflective change in pupils and staff.

Classroom life is organised in such a way that children are able to work successfully at tasks appropriate to their level of ability. We model and praise children showing respect for both their classrooms as well as the whole school environment.

We have a variety of practices in place to promote good behaviour:

- Our school **Three Cs** of care, courage and cooperation are taught through discrete lessons; modelled by adults; referenced when discussing behaviour with children; and promoted through weekly awards then celebrated in a communal display and in classroom displays.
- Our school 'Golden Rules'
- The merit system, linked to the Three Cs, (see guidelines below) which we support staff in following consistently and fairly.
- Zones of regulation practices (see Appendix 1)
- Emotion coaching responses (see Appendix 2)
- Restorative conversations
- Explicit teaching of expectations of behaviour and the Golden Rules, including turn-taking; care for classroom; classrooms responsibilities e.g. book corner monitors; Helping Hands. Golden Rules to be displayed in classrooms, enlarged and decorated by the children.
- Hero Buddies: children in Y5 and Y6 are trained to be role models to younger children. Human Utopia run workshops to support children with wellbeing and behaviour in KS2.
- We promote a growth mindset, using the language of good mistakes and praising effort.
- INSETs in September on school's behaviour approaches, with follow-ups in autumn 2 and at the beginning of spring and summer terms.
- Sharing of effective strategies with other staff

- Support from external agencies

We believe that by highlighting and rewarding positive behaviour the children will be encouraged to adopt it. We therefore respond in the following ways:

- Praise – verbal or written ('catch' children doing the right thing and praise them)
- Encouragement to continue good work and behaviour
- Showing work to other teachers & SLT
- 'Smiling faces' from other teachers
- Verbal feedback to parents, either face to face or by phone, to celebrate appropriate behaviour - especially if there has been a marked improvement in work or behaviour
- Individual awards from all staff using the merit award scheme – external staff to use own stickers
- Whole class strategies such as 'rocket to the moon,' 'pompoms in the jar' with whole class celebrations e.g. dancing to music at the end of the day
- Children's good work is celebrated through display e.g. work of the week.

We use consistent responses and consequences for inappropriate behaviours (see Appendices).

### **Our agreed 'Golden Rules'**

At Holy Trinity & S. Silas we:

- ◆ **Take care of each other.**
- ◆ **Take care of our school, our environment and each other's belongings.**
- ◆ **Are kind in all we do and say.**
- ◆ **Embrace challenge, learn from mistakes and try again.**
- ◆ **Share our learning.**
- ◆ **Show respect in Church by being calm inside and out.**
- ◆ **Keep ourselves and others safe.**
- ◆ **Remember that everyone is there for us.**
- ◆ **Share a smile.**

### **Around the school**

All staff are expected to promote and model the following interactions, which show a shared respect:

- Greet each other with 'hello' or a smile, children and adults
- We 'check in' with each other even in passing
- Wherever possible, greet children by name
- Take time to welcome children at the start of the day. Headteacher and Deputy greet children on the school gate; teachers greet children as they enter the classroom; staff give eye contact during the daily register.
- We acknowledge positive behaviour responses and remind if necessary
- Maintain tidiness and order in communal spaces

### **In the playground**

To enable safe movement around the school and between the playground and the school building we:

- Ensure that everyone walks
- Expect silence when moving around the school and crossing the road
- Show care for those around us
- Ensure the children are standing still at the first playtime bell
- Ensure the children line up sensibly in the playground, and walk into school calmly and quietly, ready to learn
- Children are directed to sit on a bench for a 'time out' if they are being unsafe.
- Restorative conversations are used to support with social disagreements. Duty staff to send for SLT where necessary.

## **In the lunch hall**

To support the children in developing key social skills, good table manners and healthy eating practices we:

- Invite teachers to weekly 'golden tables' with classes. They model eating practices and interact with children. Golden table is on a rota so as to ensure equity.
- Promptly respond to inappropriate comments that children might make about each other's food or eating habits.
- Promote appropriate noise levels of conversation i.e. no playground/outside voices in the lunch hall.
- Ensure that ear defenders are available for children who find them helpful.
- Ensure children walk around the lunch hall safely and ask before they go to the toilet.
- Expect silence for the prayer and when lining up in preparation to move safely across the road to the playground.
- Support children to use cutlery.
- Concerns around children's food choices or the amount they are eating are monitored and communicated to class teachers, SENDCO or SLT.

## **GUIDELINES FOR THE GOLDEN AWARD MERIT SCHEME**

Children can be awarded merits by any member of staff. Each child has their own merit card. Merits are linked to our Three Cs and the language of these is used with the children:

- Effort
- Responsibility
- Behaviour
- Attitude
- Punctuality and attendance
- Helpfulness and caring

The design of merit cards is the responsibility of the class teacher and should be displayed in the classroom. Children design and create their first merit card themselves at the beginning of the school year.

Teachers/TAs are responsible for keeping a record of which award the child is on.

When a child has gained 10 merits they should be sent to the headteacher/deputy headteacher who will award the child a Head's Award Certificate. They then continue as follows. Please note when children should have completed their star by (exceptional behaviour may go to 70+ merits):

- 20 merits - Bronze Certificate (by end of autumn term)
- 30 merits - Silver Certificate
- 40 merits - Gold Certificate (by end of spring term)
- 50 merits - Super Gold Certificate
- 60 merits - Diamond Certificate (by end of summer term)
- 70 merits - Platinum Certificate
- 70+ - final award of the year is a rainbow (these can only be given in the last week of term)

At the Friday assembly merit certificates awarded in that week are presented and parents are invited. The Three C awards are also presented.

## Responses to behaviour

### Language

Behaviour is often an expression of the way that children and young people have experienced their past relationships. The way that the behaviour is described can shape the way they see themselves and the way that others interact with them. It is important that we do not use negative and unhelpful words that further alienate or disadvantage children. We therefore use language that positively interprets children's needs. We endeavour to remain calm and regulated when talking with children and do not shout except when this is necessary to avert a potentially dangerous situation. See Appendix 3 for preferable language table.

We ensure all language is specific to the instruction we are giving and what we want to see, e.g. 'show me how we line up safely;' 'walk safely through the hall;' 'let's show caring for everyone/our visitors by doing our good listening.' We give affirmative instructions that aren't questions, demonstrating our high expectations of children's responses e.g. saying thank you at the end of a sentence, rather than please at the beginning e.g. 'Please put your books away' becomes 'Books away, thank you.'

These are the steps we use when responding to inappropriate behaviour:

1. **Redirection**: gentle encouragement in the right direction. Non-verbal reminder where possible e.g. use of action or visual, raised eyebrows.
2. **Verbal reminder**: **one** verbal reminder linked to the 3Cs that gives the child an opportunity to self-regulate and change his/her behaviour. This must in turn be acknowledged by the adult. De-escalate where possible and separate the behaviour from the child. Keep this brief.
3. **Movement within the class**: the child is moved within the class e.g. new seat; calm/quiet corner for time out/thinking time. This is when the child is moved by an adult, most likely a teaching assistant, within the class for a few minutes in order to help them reset, calm down, breathe, look at the situation from a different perspective and compose themselves. This might be a short time in the calm/quiet corner, another part of the classroom or another table. Children might be asked to take their work to another table if behaviour is disruptive to others.
4. **Restorative conversation**: time missed from break or lunch for restorative conversation, linked to the Zones, with class teacher/specialist teacher. Please note that these conversations must only take place once the child is calm. If further time is needed for the child to calm down, then missed playtime should be used for this and restorative conversation to happen later in the day. If the teacher concerned is on playground duty, then a member of office staff/SLT should cover duty for them while they have the restorative conversation. If the teacher concerned is unavailable, the child has their restorative conversation with the head teacher or deputy head teacher. Phone call/conversation with parent at the end of the day to take place.

### Examples of questions:

- What happened?
- What were you thinking/feeling at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right? (e.g. repeat the work, write an apology letter)
- How can we do things differently in the future?

See Appendix 4 for further information.

5. **Head teacher/deputy**: sent to see the head teacher or deputy head teacher for restorative conversation.

Conversations with parents can take place at any point that a teacher feels this would be helpful. They must take place if a child has had to have a restorative conversation with an adult.

Children should not be sent unsupervised to stand outside their classroom or to the KS2 middle rooms as a consequence. Names should not be displayed on boards, for positive or negative reasons. If necessary, staff should keep a note for themselves of children who have had reminders. Children are not sent to other classes for a time out; they are moved within the classroom or sent to the head teacher or deputy.

For more serious incidents that involve any physical/unsafe behaviour, racism, name calling, refusing to follow instructions or behaviour that significantly disrupts learning, the child is directly sent to the head teacher or deputy. This may mean that stages 1-4 are missed out – teachers can use their judgement on this.

Children kept in, for whatever reason, at lunch or break times, must always be supervised.

We will keep a record of behaviour that causes concern on CPOMS. Exclusion will be implemented in very extreme cases.

### **Fresh starts**

We talk about a fresh start with children and model our Christian value of forgiveness. Children are supported through a difficult period by the adults in school and the situation is viewed as a teachable moment. Children know that they are not defined by an incident. They are allowed to make mistakes and can learn from them.

### **Behaviour outside school**

This will be a matter of judgement for the head teacher. Pupils' behaviour in the immediate vicinity of the school or on a journey to or from the school will be followed up by the head teacher/deputy. We know that incidents outside school will negatively impact the relationships of pupils in school.

### **Additional support**

We recognise that some children may need additional support to help them better regulate their emotions and manage their behaviour. Some children may need this on an ad-hoc basis due to unforeseen circumstances (such as a bereavement, family breakdown) that has affected a child's wellbeing. Other children may need more specialised, on-going support through:

- Learning mentor sessions
- School counselling
- Play, art or Lego therapy
- Social skills groups
- Referrals to the Mental Health Service Team (MHST), Child and Adolescent Mental Health team (CAMHS), or the PLSS (Primary Learning Support Service).

Staff receive training in effective behaviour management strategies including physical restraint techniques (Team Teach) for children with social, emotional and mental health needs (see Inclusion and SEND policy).

When external agencies are involved in this way, a wellbeing plan is created for the child and shared with staff and parents/carers. This is reviewed termly and can be updated at any time.

## **EXCLUSIONS**

At Holy Trinity & S. Silas School our behaviour policy is based on the Christian ethos of forgiveness and the promotion of positive behaviour responses. We also support children struggling to regulate their behaviour with the understanding that they may not have the tools to self-regulate and that all behaviour is a form of communication. We aim to be proactive as much as possible and parents are involved in supporting the school's strategies. The head teacher/deputy investigate incidents thoroughly and consider the views of all involved.

We are aware that there may be cases where children are endangering the wellbeing of their peers or cannot be managed safely in school. After all avenues have been exhausted these pupils may be excluded. Some examples of unmanageable behaviour include:

- systematic bullying
- racist language or behaviour
- violent attacks against a pupil or a member of staff
- attempting to run out of the school building
- children with extreme social and emotional needs who cannot be safely managed within a mainstream setting.

The exclusion may be for a set time as a cooling off period or to obtain the support of a specialist worker. In very extreme cases the exclusion may be permanent. Parents are kept informed at all stages and invited to a meeting with the head teacher/deputy to discuss any incidents and the procedure that will be followed. In the case of a permanent exclusion school governors and the LA are contacted.

If the exclusion is for 1 to 3 days the school ensures children are given a pack of work and class teachers liaise closely with parents to minimise disruption to the child's education. On their return to school, a contract is drawn up between home and school to systematically manage the child's behaviour and to avoid permanent exclusion.

In more serious cases, if the exclusion is permanent, the school works closely with the LA to provide home tutors or a managed move to an alternative school or pupil referral unit.

Exclusion data is reported to the LA every term.

### **Informing parents about an exclusion**

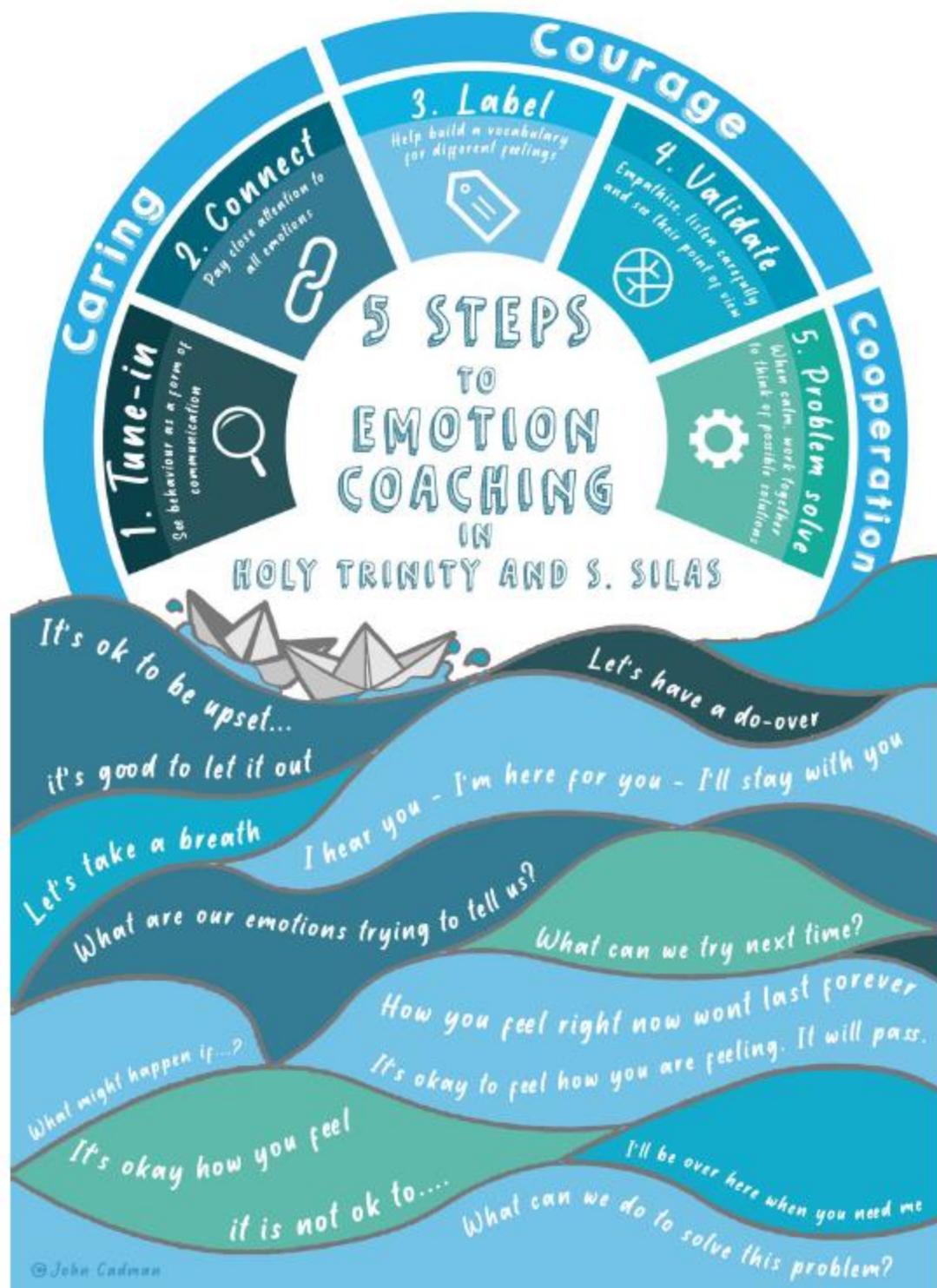
- Whenever a head teacher excludes a pupil, the parent should be notified immediately, ideally by telephone or a letter within 1 school day
- Parents are notified whether the exclusion is permanent or for a fixed period
- Parents are given the reason for the exclusion
- Parents are notified of the arrangements for the pupil to continue his/her school work
- Parents are notified of the day on which the pupil should return
- If appropriate the parent will be invited to a reintegration interview. Details should be included in the letter.
- In the case of permanent exclusions, the head teacher is required to inform the governing body's discipline committee.

Policy reviewed by Lorraine Dolan

Policy approved by:

## Appendix 1: Emotion Coaching at HTSS

### How to recognise and validate emotions



## Appendix 2: The Zones of Regulation

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

# The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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## Appendix 3: Preferable language table

Negative language	What might be happening in the moment	Preferable language
Naughty	Dysregulated: anxious, angry, scared, bored.	Not the right choice Not the best choice Not appropriate Not safe
Rude	Testing relationships; seeking belonging with peers; sense of danger or shame	Frustrated Angry/upset
Defiant	Fearing separation from caregiver; fearing change/transition; boundary/safety testing	Anxious/worried Feeling overwhelmed
Manipulative	Using patterns of behaviour that previously made them feel safe; imitating early adult role models; difficulty articulating feelings; attempting to keep adults at a distance; seeking support	Trying to tell us something Trying to make something happen
Disruptive	Feeling unworthy of connection; avoiding feeling of shame; feeling	Stopping learning Are you:

	anxious; compensating for social or learning difficulties; trying to regain control	Uncomfortable Unsure Anxious/worried Unhappy
Aggressive Oppositional	Feeling unworthy of love; feeling stuck in rigidity or chaos; divided loyalty; fear of betrayal; attempting to create a distraction to protect themselves	Overstimulated Overwhelmed Reacting to change In need of connection
Liar Lying Dishonest	Feeling powerless; avoiding a difficult truth; re-interpreting reality to alleviate shame; avoiding getting in trouble; learnt behaviour from home; needing acceptance	Confused Imagining things are different Worried Embarrassed
Attention seeking	Unmet need for connection or safety; needing to feel loved and nurtured; needing to feel seen, heard and Valued; fearing disconnection in social and peer relationships	Uncertain Do you want me to listen? What do you want to tell me? What do you want me to know?
Intimidating	Re-enacting patterns of relying on self for safety; lacking interpersonal skills or needing to test the relationship	Distressed Isolated Alone
Controlling	May have needed to be the caregiver in the past; fear of adults or of connection; creating predictability; struggling with novelty and spontaneity; attempting to seek power over their circumstances	Needing familiarity Needing boundaries Needing predictability Organised
Fidgeting	Needing adults to help them regulate their emotions; needing to disassociate from memories, thoughts and triggers; bodily reaction to a state of dysregulation; sensory seeking behaviours	Overwhelmed Self-soothing Anxious/worried Seeking movement
Forgetful Disorganised	May be a dissociative state; may be hypo-arousal in the context of a trauma trigger; response to inappropriate expectations of adults or older children; a reflection of the impact of trauma on memory; difficulties with executive functioning and working memory	Overwhelmed Scared Stressed Needing support
Baby talk	May have experienced early loss of nurture and attachment; may believe they need to be cute to be loveable; may be regressing to an age before they	Overwhelmed Needing connection Needing comfort Needing validation

	experienced abuse; may not know appropriate ways to connect with others	
Clingy	Needing to know where adults are; fear of abandonment or being forgotten; feeling unworthy of love or of being inferior; attempting to maintain relationship with primary adult	Afraid Needing reassurance Needing comfort Needing to be heard/seen Needing connection
Sneaky	Being small or unseen may have been an early survival strategy; early neglect may create need to control a situation or accumulate resources; afraid of pain, threats or being misunderstood; unwilling to appear vulnerable; wanting to hurt someone they do not trust	Worried Watchful Tense Agitated On guard Nervous

**Appendix 4: Restorative conversations**

