

Herne Bay Junior School

Relational Policy



Policy Agreed: Sept 2023

Review Date: Sept 2024

<p>Be Respectful</p>	<p>Be Responsible</p>	<p>Be Ready</p>
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Policy Statement

At Herne Bay Junior School, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. If wellbeing is high, then children can reach their full potential. When children experience safety in their relationships they open up to new learning; it is therefore vital that wellbeing is placed at the foundation of our school.

We recognise that behaviour is a form of communication, and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by the Thrive approach, we focus on relational connection and regulation first. We do this by putting relationships at the heart of our approach by truly hearing and responding to our children's voices, in order to create and foster a safe and happy environment where everyone feels safe, secure and respected.

Policy Objectives

- To provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment.
- To build a community which values kindness and empathy for others.
- To provide guidance to class teams, parents and carers, governors, and other stakeholders on how to support our pupils to self-regulate, manage their behaviour, and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.

To achieve these objectives, we will:

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally, and academically, with mutual respect between all members of the school community, for belongings and the school environment.

- Create a culture of exceptionally good behaviour for life-long learning through a positive and safe school climate.
- Provide a nurturing environment, using PACE (Playfulness, Acceptance, Curiosity and Empathy) and restorative approaches to foster appropriate behaviour.
- Promote self-awareness, self-control, and acceptance of responsibility for our own actions.
- Have high expectations as a staff and always maintain boundaries.
- Ensure a school atmosphere which is consistent, safe and caring.



The Thrive approach: managing behaviour relationally

At Herne Bay Junior School, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

- We understand behaviour communicates unmet needs and can separate the child from their behaviour. We accurately assess and understand the pupils' needs by referring to their Thrive action plans, EHCPs, PSPs etc...
- We recognise that shame prevents healthy emotional development and use empathy as a reparative tool.
- We understand that each developmental stage has a range of typical behaviours. These provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability, and routine to build a sense of safety in the emotional and physical environment.
- We encourage children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults, and the children are still growing, learning, and developing. Mistakes are part of the learning process, and we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it, instead we support and guide our pupils to make appropriate choices.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy, and emotional management.
- In developing emotional intelligence and self-regulating skills, pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.
- Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience, and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences and training and experiential learning. Teachers and class teams must be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how/why it impacts on their behaviour.
- All incidents will conclude with a restorative conversation with the member of staff in which the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained.

How staff support positive behaviour in school



<p>All staff:</p> <ul style="list-style-type: none"> • Will meet and greet children as they arrive in school/to their classrooms • Will promote a positive culture • PIP and RIP (Praise in Public and Remind in Private) 	<p>Year group leads:</p> <ul style="list-style-type: none"> • Will meet and greet, walk around and be visible in their year groups • Will see positive behaviours, provide support, and model expectations • Will ensure restorative conversations take place
<p>Senior Leaders:</p> <ul style="list-style-type: none"> • Will meet and greet on the gates each morning • Will engage in learning time and wellbeing walks to see positive behaviours, provide support, coach and model expectations • Will support restorative conversations where necessary 	<p>Key ways that staff recognise behaviour that is 'over and above':</p> <ul style="list-style-type: none"> • Star of the Week • TA Recognition award • Patch Jr award • Positive recognition boards • Positive communication home • Positive strategies in every classroom, e.g. 'Catch Me' cards
<p>Support beyond the classroom:</p> <ul style="list-style-type: none"> • Another member of the year team • Alternative appropriate adult • Alternative spaces (The Calm room, The Thrive Hub, Quiet area etc...) 	<p>Alternatives to suspension/exclusion:</p> <ul style="list-style-type: none"> • Attendance in the Reflection Room • Assigning a 'Team around the child' • Positive school community payback • Personalised Support Plan (PSP)

Classroom steps

It is vital that knowledge of the child's social and emotional development is considered. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We recognise that the following steps are appropriate for children who are at 'thinking' or above (see the Thrive developmental strands for more information). All children must be given time in between steps to make good choices. It is not possible to leap or accelerate steps for repeated low-level disruption.



Steps	Action
Attunement	Use PACE to connect with children.
Reminder	Use whole class reminders of expectations to re-engage children. A reminder of the expectations 'Be Respectful, Be Responsible, Be Ready' delivered privately wherever possible. Repeat reminders if necessary. De-escalate and distract where reasonable and possible.
30 second intervention	A clear conversation delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.
Time in/out	If a child reaches this stage, they are likely to be dysregulated. They will be offered a 'time in' to regulate, in a safe space within the classroom. They can use the resources and strategies available until an adult can speak to the child privately to act as co-regulator. The child can have a time out of the classroom if they would prefer to regulate in an agreed safe space. When appropriate, reset expectations. If this occurs at playtime, the child should have 'time in or out' by standing with an adult or sitting to the side of the playground.
Reflection room	At this point the child will be referred to the reflection room at lunch time. Class teacher will inform parents/carers.
Restorative conversation	A restorative conversation should take place before the next lesson where possible but as soon as possible. It is important that the reparation is with the member of staff and child involved in the incident. An appropriate member of staff can support this where necessary. The incident will be recorded on CPOMS. If a child reaches this step twice in one week, the class teacher will discuss this with them and set a target card.
Formal meeting and monitoring	A meeting will take place between the teacher, child, parent/carer, and an appropriate member of staff if required. Targets will be monitored over an agreed amount of time. This is to be recorded on CPOMS.
Personalised Support Plan (PSP)	A Personalised Support Plan (PSP) aims to help a child to improve their social, emotional, and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the teacher, child, parents, and a member of SLT in the drafting process (see relational policy appendix).

More serious behavioural incidents

Where more serious behaviour incidents occur, we will look to deal with the child consistently and subjectively in line with the incident and the individuals involved. This will involve class teachers, SLT and, where appropriate, Thrive Lead Practitioners, utilising their knowledge of the child.

When more serious incidents occur, see the Suspension and Exclusion Policy.



Relational Policy Appendix



Classroom steps:

Attunement:

Use PACE (Playfulness, Acceptance, Curiosity, Empathy) to connect with and redirect children.

Reminder:

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations to be delivered privately to the child.

30 second intervention:

The 30 second intervention involves a conversation with the pupil to address their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with... (state the behaviour you see to separate the behaviour from the child).
- I am wondering if you are feeling...
- You know we have a respectful/responsible/ready rule in the classroom. It was the rule about...that you broke.
- Do you remember when you...? That is what I need to see today.
- When I come back in two minutes, I want to see ... Thank you for listening.

Time in/out:

- The child will be asked to go to the safe space in the classroom where they can access resources/strategies to help them regulate.
- The teacher will speak to the child away from the class and other children.
- Boundaries are reset.
- The child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.
- The child is given a final opportunity to re-engage with the learning / follow instructions.

The child should only move to an agreed safe space outside the classroom if it helps them to regulate and they choose to do so.

If a second adult is available, it may help to take the child for a walk to follow these steps.

Reflection room:

If the step above is unsuccessful, or if a child refuses to take a time in/out in an agreed safe space, then the child will be referred to the Reflection room at lunchtime where they will complete a reflective sheet with a member of staff's support.

Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and if they are not, feels secure to ask for another member of staff to step in.

The class teacher will inform parents/carers.



Restorative Conversation:

Restorative approaches teach behaviour and emotional intelligence. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to the part of their brain that regulates thoughts, actions and emotions; the pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated as only then can the learning take place.

If the child is not ready to speak to you, offer a postponement and support: 'I can see that you aren't quite ready to talk yet. Do you need a minute or two, or would you like to meet later today?'

It is important that the reparation takes place with the member of staff involved in the incident, in order to complete the rupture – repair cycle.

If a child reaches this step twice in one week, the class teacher (alongside the child) will issue a target card with up to two targets; this will remain in place for an agreed amount of time. During this time, the class teacher will review the targets daily, ensuring to also praise the positives. If a target card is issued, the class teacher will inform parents/carers and keep them updated. When the fixed amount of time is up, all involved parties will decide next steps.

If a child is dysregulating regularly, they will have a Personalised Support Plan (PSP). Strategies that help a child to regulate vary according to the child, in order to meet their individual needs.

Formal meeting and monitoring:

Where a child continues to struggle with showing improved behaviours in school, we will put in place further support structures to ensure they can improve. This will be a holistic approach by putting in wellbeing interventions alongside monitoring behaviour. An appropriate member of staff, the class teacher and parents/carers will come together to discuss and create a plan.

Personalised Support Plan:

For some children, a bespoke plan of action is required to support them in being safe and successful in school above and beyond the use of the Relational Policy. The production of the Appendix to the Relational Policy, the Personalised Support Plan (PSP), is designed to be bespoke for children whose behaviours are leading to regular high-level incidents and in some cases fixed term suspensions.

- The PSP is written and agreed with the class teacher, a member of the SLT, the pupil, and their parents.
- The PSP is not a singular document.
- The PSP documents must be kept up to date by the class teacher and other appropriate staff members.

- Parents must be informed of changes and provided with copies of any changes in a timely manner.
- Parents will be invited to attend a termly meeting to ensure the strategies and risks are still current.



The Personalised Support Plan is made up of documents that are necessary for the child at that point of time.

It will consist of the following:

- Summary of incidents leading to the need for an PSP
- Frequency Potential
- Triggers
- Resulting Behaviours
- Return to Class Plan for the child
- Current referrals for assessments or additional external support
- Strategies to reduce future incidents
- Specified times for support e.g. Calm room at lunch time or home lunch etc...
- Referrals or ongoing assessments e.g. LIFT, NELFT, Early Help etc...
- Parental Plan of Action e.g. to attend Cygnet course, Early Help support etc...

Other documents contained within a child's PSP will most likely include working documents that support them as well as documents that teachers use to build a relationship with the child:

- Incredible 4/5-point scale (Current)
- Social story (Current)
- Thrive pupil profile
- ABC forms
- Visuals and other supports expected and in place for the child
- Reward Chart
- Catch me cards
- What Went Well
- Communication Book
- Reflection sheets

Meetings with parents will review:

- Positive observations of the child
- A summary of the last term
- Updated 5-Point scales and Social Stories
- Adjustments to procedures used within school
- Updates with regards to referrals, parent's plan of action or reward processes

The PSP is designed to support the child in being able to move onto the Relational Policy. Therefore, staff working with the child are expected to invest in the child. This would include spending 1:1 time completing social stories and The Incredible 5-point scale etc... These are to be recorded, dated and saved in the child's PSP OneDrive folder.

Useful links:

The Thrive Approach: [The Thrive Approach to social and emotional wellbeing | The Thrive Approach](#)

Attachment theory: [Attachment Theory - The Thrive Approach](#)

Child Development theory: [Child Development Theory - The Thrive Approach](#)

Arts and Creativity: [Arts and Creativity - The Thrive Approach](#)

Neuroscience: [Neuroscience - The Thrive Approach](#)

PACE: [What is meant by PACE? - DDP Network](#)

Rupture and repair cycle: [How to Repair with a Child After a Rupture - YouTube](#)