St Thomas Primary School Relational Policy

(formerly Behaviour Policy)

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1. Rationale

At St Thomas Primary School, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on a pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school offer.

We recognise that behaviour is a form of communication, 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 of 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 positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.

Guided by the **Thrive Approach**, we focus on **relational connection** and **regulation** first. We will do this by putting **relationships at the heart of our approach** by truly **listening** and **responding** to our children's voices, to create and foster a **safe** and **happy** environment where all feel **safe, secure** and **respected**.

This Relational Policy links to other school and ELAT policies and documents including:

- Child Protection policy
- Anti-bullying policy - we have a zero tolerance to bullying (including cyberbullying, prejudice based and discriminatory bullying).
- ELAT Social, Emotional and Mental Health policy
- ELAT Suspension and Exclusion policy
- SEN policy
- Home-School Agreement

The Relational Policy refers to DfE statutory guidance and documents that should be read alongside this policy. These include:

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- School Suspensions and permanent exclusions May 2023
- Behaviour in Schools Sept 2022 update
- The Education and Inspections Act 2006
- DfE Dealing with allegations of abuse against teachers and other staff 2012
- DfE Use of reasonable force
- DfE Keeping Children Safe in Education

Occasionally, there may be children who have individual 'Relational Support Plans' that support behaviour. These children may have identified needs that are not covered by this policy. In these cases, the children's individual plans could take precedent over this Relational Policy.

2. Aims and 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 staff, parents and carers, governors and other stakeholders on how to support 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 aims 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.
- Create a culture with high expectations for good behaviour supporting Learning 4 Life skills through a positive and safe school climate. **(See Appendix 1)**
- Provide a safe, nurturing environment, using responsibility, 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.
- Maintain a consistent, safe, caring and happy school community.

3. Managing behaviour relationally: The Thrive Approach

At St Thomas Primary School, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles **(See Appendix 2):**

- We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs by referring to their Thrive action plans/SEND Support plans/ Relational Support Plans and / or EHCPs.
- We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.
- We understand that each developmental stage has a range of typical behaviours which 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 the 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 that children are still growing, learning and developing. Mistakes are part of the learning process; 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. This does not exclude the use of sanctions as consequences, 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.

- By supporting the growth of emotional development 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 personal and professional experiences and training and experiential learning. All staff will be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how and why it impacts on their behaviour.
- In recognition of the rupture and repair cycle, all incidents will conclude with a restorative conversation with the member of staff with whom the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained and grow stronger.

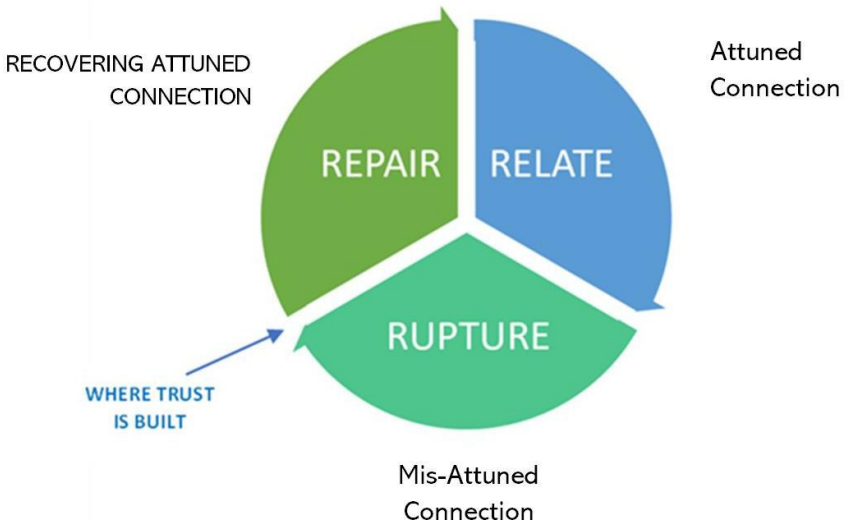
Early Years

We establish and maintain positive relationships with parents and carers, these are key to recognising and understanding a child's ever changing emotional state. Regular conversations take place to ensure we understand the whole picture of a child's 'lived experience'; provision meets this need and effective adult relationships will support a child who may have experienced trauma. All staff are supported to understand emotion coaching strategies, they understand the impact of early trauma and how this can affect attachment and development. Key principals of the Five to Thrive approach are used **(Appendix 10).**

Embodying the Thrive Approach is transformational; it is the **golden thread** that runs through St Thomas Primary School. We understand that every interaction has an impact, that our support to remove barriers **'no matter what'** makes a positive difference. This is the **'St Thomas Primary Way'**.



The St Thomas Primary School Relational Policy is based on the knowledge that **behaviour is a communication of unmet need.**



The Rupture-Repair Cycle serves as an essential opportunity to create safety and model what it means to be human.

It means experiencing emotional misconnections which feel unsettling and even shaming, and then "repairing" the relationship to a deeper level of trust.

RELATE	RUPTURE	REPAIR
The 'relate' phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. In the relate phase of the cycle, the adult can monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the child. The adult can connect with the child and focus on their needs being met. The adult is present and can contain the child's emotional experience for them. The connection between the two is reciprocal.	The 'rupture' phase refers to misunderstanding or misattunement in relationships. In other words, when we don't get it right for the other person and the relationship experiences a setback. Ruptures are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child's resilience. When a rupture happens, the child no longer feels safe and their nervous system quickly reacts with survival responses of fight, flight or freeze. These are associated with distressed behaviours. If an adult can stay regulated, they can repair the rupture effectively with compassion.	The 'repair' involves correcting the misunderstanding of the rupture by sharing understanding of intentions, feelings, thoughts and actions to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved. Awareness of the rupture is key, along with regulation prior to repair. The repair can only happen once the incident has been processed and all parties are calm. The repair takes place by acknowledging the mistake and using VRFs and PACE to reaffirm the attunement. The repair needs to be modelled by an adult. By repairing the relationship, the child's arousal state can settle, and the attuned relationship can re-establish.

RELATE	RUPTURE	REPAIR

4. Three Rules and Consistency: 'The St Thomas Primary Way'

Consistency in practice:

'In every encounter we either give life or we drain it; there is no neutral exchange.' Brennan Manning

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour in the context of neuroscience. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel heard and treated as valued individuals, they respect adults and accept their authority. Thrive is not an intervention, but a way of being.

How all members of staff behave:

- Positively
- Calmly
- Consistently

Our three rules: Always try to be

- Ready
- Respectful
- Safe

All staff every day will:

- Promote a positive culture
- PIP (Praise in Public) and RIP (Remind in Private)
- Provide early intervention to support children's behaviour (see behaviour step) **(see Appendix 11)**
- Use VRFs (Vital Relational Functions) **(see Appendix 3)**
- Use Three Rs (Regulate, Relate, Reason) **(see appendix 4)**
- Use PACE (Playful, Acceptance, Curiosity, Empathy) **(see appendix 5)**

Senior Leaders will:

- Meet and greet on the gates each morning
- Be visible and positive
- Be visible at transition times
- Engage in learning time and wellbeing walks to see positive behaviours, provide support and coach and model expectations
- Drop into classrooms to catch children being positive
- Ensure restorative conversations take place

Teachers every day will:

- Greet every child at the start of the day and during afternoon registration
- Say goodbye to the class at the end of the day
- Be responsible for the consistent awarding of Dojo rewards in their classroom

And over time:

- Ensure Dojo certificates are presented in assembly when a milestone has been achieved and be aware of their classes total points in relation to other classes (no class left behind)
- Practice VRF's, PACE and Regulate Relate Reason

We recognise positive behaviour through:

- Dojo Points
- Marble in the Jar (whole class)
- REACH for the stars certificates
- Headteacher Awards
- Dojo Certificates
- Jigsaw star of the week certificates
- Newsletter recognition

Support Beyond the Classroom: (To be used for change of face or to support the restorative conversation.)

- Headteacher
- Deputy Headteacher
- SENDCo
- Assistant SENDCo
- PSA

Strategies to limit Suspension and Exclusion:

- Relational Support Plans (RSP)
- Positive Report Card (PRC)
- Assigning a mentor to the child to offer support and a positive role model
- Positive School community responsibility i.e. play detectives, signs helpers, DJ, etc.

All staff every day will:

- Build relationships by using the VRFs, PACE, meet and greet and check ins.
- Refer to **'Ready Respect Safe'** and use school signs as non-negotiable rules.
- Model positive behaviours and always highlight the behaviour we want to see in positive terms.
- Plan lessons that engage, excite, challenge and meet the needs of all children.
- Promote intrinsic motivation by rewarding the process of learning (Learning 4 Life).
- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always remind children about the expectations.

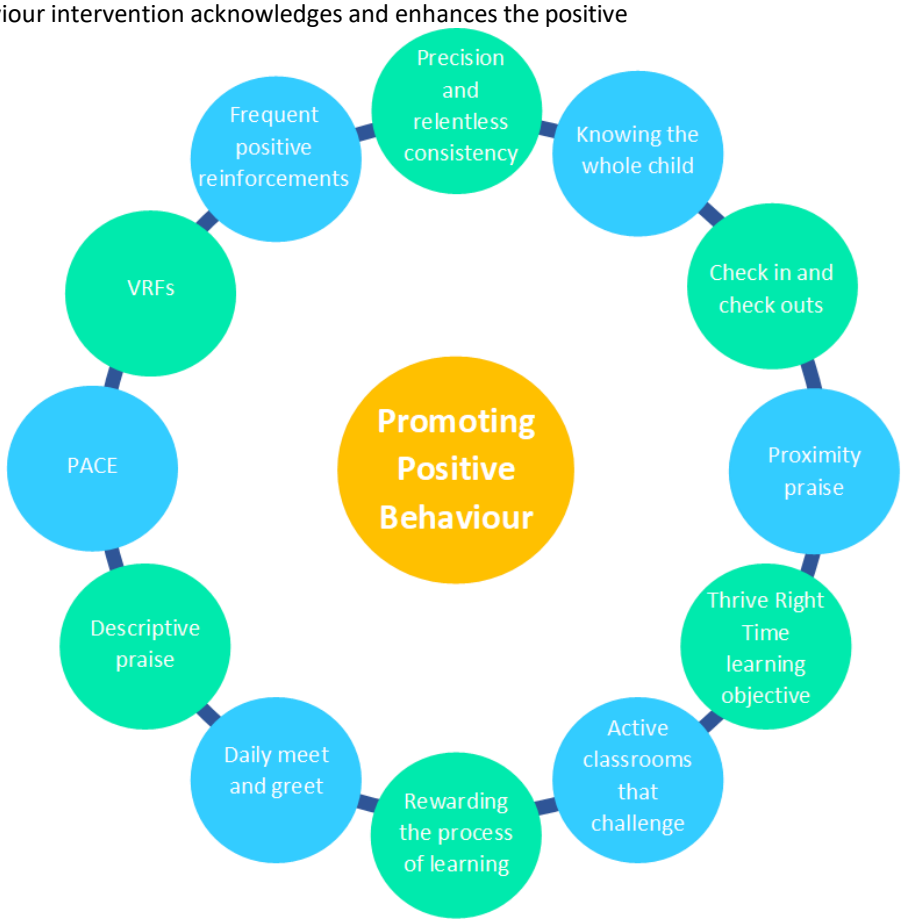
Senior Leaders will:

- Be a visible presence around the school, especially during transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model PACE and VRFs in their own interactions
- Regularly share good practice
- Support staff in managing children with more complex behaviours
- Regularly review provision for children who fall beyond the range of written policies
- Ensure there is a consistent approach to the management and organisation of learning and teaching
- Ensure that rewards are awarded consistently and fairly
- Ensure that the Relational Policy is consistently, skillfully followed

When dealing with behaviour referrals, Senior leaders will not work in isolation. Instead, they will stand alongside colleagues to support, guide, model and show a unified consistency to the children. Senior leaders are first to offer support, they lead by example.

5. Recognition and rewards for effort

The best form of behaviour intervention acknowledges and enhances the positive



The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who seem the hardest to reach.

We promote a growth mindset when using praise by rewarding the process of learning through awarding Dojo points 'in the moment'. We identify and name the key skills and attributes shown, leading to intrinsic motivation, resilience and life-long learning.

We will reward those children who demonstrate positive behaviours in and around school through:

Verbal Praise and Recognition	Jigsaw star of the week certificates	Dojo Points
Marble in the Jar (whole class)	Headteacher Awards	Stickers/stampers
REACH for the stars Certificates	Dojo Certificates	Newsletter recognition

Dojo Points: Children are awarded Dojo Points they collect these for themselves and for their Class

Dojo points	Verbal Praise (Recorded on Class Dojo Classroom)
50 Dojos	Lead certificate (awarded in celebration assembly on a Friday)
100 Dojos	Bronze certificate (awarded in celebration assembly on a Friday) **plus St Thomas pencil**
150 Dojos	Silver certificate (awarded in celebration assembly on a Friday)
200 Dojos	Gold certificate (awarded in celebration assembly on a Friday) **plus colouring pencil pack**
250 Dojos	Emerald certificate (awarded in celebration assembly on a Friday)
300 Dojos	Sapphire certificate (awarded in celebration assembly on a Friday) **plus a new reading book**
350 Dojos	Ruby Award (Presented by the Headteacher in the Shining Star assembly)
400 Dojos	Platinum Award (Presented by the Headteacher in the Shining Star assembly) **plus a £5 book token**
All staff have access to iPads so Dojo's can be awarded to any child at any time and 'in the moment'. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.	

Headteacher Awards: Certificates that recognise and reward for exceptional L4L skills and school values:





Celebration Assembly: Recognition in the form of certificates and awards are awarded each week in assembly, photographs to recognise the achievement are made available for families on Class Dojo.

We use awards to frame behaviours that are over and above expectation as well as the use of recognition mechanisms in each classroom.

6. Behaviour Steps

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms, for example 'magnet eyes' or "100%"

It is vital that knowledge of the child's social and emotional development is considered. Steps should always be used with care and consideration, taking individual needs into account where necessary. All children must be given time in between steps to make good choices.

STEP	ACTION
6. RELATIONAL SUPPORT PLAN (RECORDED ON CPOMS)	A Relational Support Plan (RSP) aims to help a child to improve their social, emotional and behavioural skills. The RSP will identify precise and specific targets for the child to work towards and will include the teacher, child, parents and a member of the SLT in the drafting process. There is a set format for this **(see Appendix 9).**
5. TIME IN (WELLBEING BASE) (RECORDED ON CPOMS)	At this step the child will be referred to the **wellbeing base** (outside of class). The class will be supported by any available staff member, preferably a Senior Leader, to facilitate a period of reflection, followed by a restorative conversation which would lead to a positive outcome. If required the appropriate consequence will be discussed **(Appendix 8)** This is a further chance to reflect in more detail: conversations, comic strips, social stories etc. **Step 5 always concludes in Repair with the adult where (or with whom) the rupture occurred.**
4. TIME IN (WELLBEING SPACE) (RECORDED ON CPOMS)	At this step the child will be asked to go to the **wellbeing space** in the classroom for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator. **Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.**
3. FINAL REMINDER	A clear conversation and **'final reminder'** delivered privately to the child using the **30 second script** to make 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. Praise in Public (PiP) and Remind in Private (RiP).
2. REMIND	Reminder of expectations 'Ready, Respect, Safe'. Repeat reminder if necessary but usually no more than two.
1. RELATE	Consistent high-quality teaching. Dojos, read the room and redirect using PACE, VRFs and small acts of kindness. Praise.

Step 1 - Relate



Consistent high-quality teaching. Read the room and use positive praise, recognise and name good behaviour, move around the space, refocus through direct questioning, use polite but firm reminders: reposition, and redirect using PACE, VRFs and small acts of

kindness.

Step 2 – Remind

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children of **Ready, Respect, Safe**. Repeat reminder if necessary but usually no more than

Step 3 – Final Reminder

The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress 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 Ready, Respect, Safe rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke.
- Do you remember when you [did that kind thing for…]?
- That is who I need to see today.
- When I come back in * minutes, I want to see your wonderful […]. Thank you for listening.
  Now walk away but remember to return at the given time!

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour. Praise in Public (PiP) and Remind in Private (RiP).

Step 4 - Time In (Wellbeing Space) Recorded on CPOMS

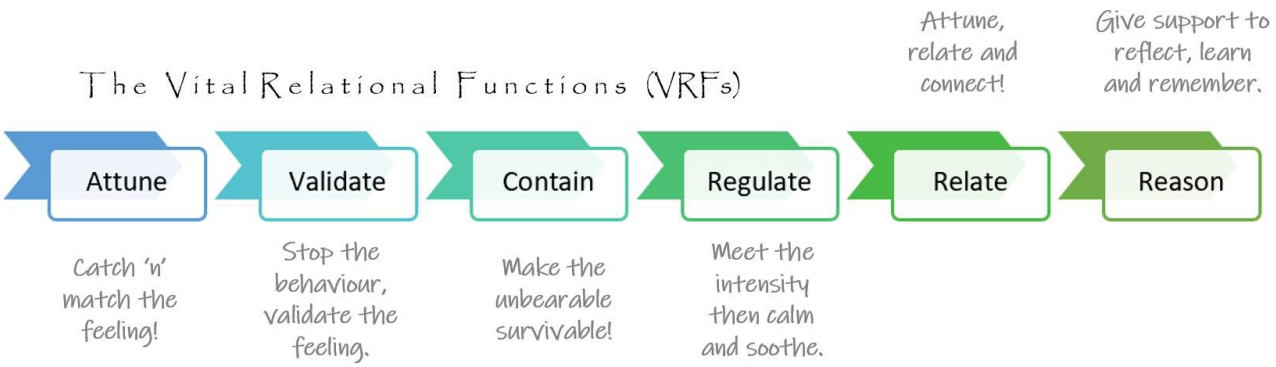
If a child reaches this stage, they are beginning to dysregulate. Children will have a 'time in' for regulation in a space within the classroom. Children will be allowed to use the calm box until an adult can speak to the child privately as a co-regulator.

- The child will be asked to go to the wellbeing space in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- The teacher will have a chance to speak to the child away from the class and will use WIN; 'I am wondering, imagining, noticing…'.
- Boundaries are reset.
- Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.
- Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions.
- If this is at playtime, the child should have 'time in' by standing with the adult

For there to be a positive outcome from Time the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tolls to be successful. This doesn't come from isolation of shame; it comes from practice and supported learning.

Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.

This graphic shows the interaction between the VRFs and the Three Rs in supporting a dysregulated child through to 'Reason'



There may be occasions where there is significant dysregulation and 'time in' at the wellbeing space is not appropriate. In this instance the child should be moved to a safe space to support them to regulate and/or to defuse a situation. In general, three minutes should be enough time.

Step 5 – Time In (Wellbeing Base) Recorded on CPOMS

If step 4 is unsuccessful, or if a child refuses a Time In within the classroom, then the child will attend the wellbeing base at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. Immediate support at the wellbeing base will be provided where the level of dysregulation increases risk for the child, other pupils or the staff member.

Staff will always deliver consequences (Appendix 8) 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 extra time a child loses in the consequences should be used for extra reflection: self-reflection, peer mediation, comic strip work, social story work etc. A phone call home will be made to inform the parents and this communication and ACTION will be recorded on CPOMS.

Step 6 – Relational Support Plan (recorded on CPOMS)

Could be prompted by	Failure to respond to the PRC or following incidents of more serious behaviour.
Maximum time frame	Targets to be reviewed every 4 weeks at a WAP meeting.
Formative measure:	Individual Support Plan meeting and specific targets agreed with Class Teacher, Behaviour Support/SLT, parents and child (where appropriate).
Maintained by	SENDCo, Assistant SENDCo, Deputy Headteacher or Headteacher

If a child continues to be dysregulating regularly, then they will have an individualised plan. A Relational Support Plan (RSP) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for Suspension or Exclusion. The effectiveness of the RSP relies on identifying the underlying causes of the child's behaviours; the SLT and SEND team will seek to identify the barriers to

behaviour through an individualised Thrive assessment and action plan. The action plan will be shared with parents as part of the RSP meeting and help to form the formal targets for the child's RSP. **A mentor will be assigned to the child.**

A child's behaviour may deteriorate before it improves when a RSP is introduced. Rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a RSP for maximum success, especially with younger children.

The RSP will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child. Specific targets will be identified through the Thrive assessment.

Restorative Conversations

Restorative approaches teach behaviour. 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 their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place.

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

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

To meet their individual needs, strategies that help a child to regulate vary according to the child.

Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions will allow learning to take place:

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets or using a sand tray.)
2. I'm wondering if you felt a bit angry / frightened / scared etc.
3. I can imagine it's difficult to have those big feelings but it's not ok to […], I think I could help you with that.
4. How do you think […] is feeling?
5. How can we repair it?
6. I wonder whether there is a way that we could make this right?

The adult lends the child their thinking brain to problem solve and find an appropriate solution.

Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents or events that are not relevant) and plan the conclusion. Use WIN (I'm wondering, imagining, noticing…)

All staff will take responsibility for leading restorative conversations, Senior Leaders can provide support to ensure a positive outcome.

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All staff will take responsibility for leading restorative conversations, Senior Leaders can provide support to ensure a positive outcome.

7. More Serious Behaviour Incidents

STEP	ACTION
10. EXCLUSION	Serious incidents need to be treated on an individual basis and the circumstances investigated. Any Exclusion would follow Government guidance, it could be considered for a first or 'one off' offence including for example: ○ Sexual abuse or assault ○ Serious actual or threatened violence against another pupil or a member of staff ○ Supplying an illegal drug ○ Carrying an offensive weapon ○ Serious deliberate damage to school property ○ Any pupil found to have made a malicious accusation against a member of staff
9. SUSPENSION	A Suspension would follow Government guidance and upon return to school, a child would have support through a Reintegration Plan
8. INTERNAL EXCLUSION	An Internal Exclusion may be appropriate to support learning and ensure child safety. A child internally excluded would not have contact with their class but instead have specific wellbeing support focusing on social, emotional and behavioural skills and their education would continue.

If any member of staff requires assistance in the classroom for example, because of pupil disruption or because a child has put themselves in danger, that member of staff will give their ID lanyard and badge to a trusted pupil and give them instructions to take it directly to a member of the SLT. The member of SLT will understand that help is needed urgently.

Steps 8, 9 and 10 – Exclusion

Where more serious behaviour incidents occur, we will look to support the child consistently and subjectively in line with the incident and the individuals involved, utilising knowledge of the child and their behaviours. Staff have received Positive Handling training, part of our response and a strategy for de-escalation. If a physical intervention is required, staff are trained to use safer handling techniques.

Safer Handling (PIPS)

Safer handling covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to keep all children safe. Safer handling may be required if children are:

- Hurting themselves or others
- Damaging property that puts others at risk
- To ensure a child is not putting themselves at risk e.g. climbing gates/trees etc.

Incidents of safer handling must:

- Always be used as a last resort
- Must be used in accordance with PIPs training.
- Be used with the support of SLT
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (CPOMs)

When considering using safer handling, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

An internal exclusion will be given where possible over a Suspension. Any decision to internally exclude a child must be made in conjunction with the SEND team and SLT. After an external suspension parents will be requested to attend a reintegration meeting with the Headteacher, to agree and sign the reintegration plan and agree next steps. Following an internal exclusion, parents will meet with a member of the SLT to reflect on successes and challenges and agree next steps.

Where a child is excluded, consideration should be given to the appropriate level of support required when the child returns to lessons. Where a child is given a Suspension, or following a referral to outside agencies, the reports received will form the targets for their RSP.

For children with a special educational need, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets and building in steps to success are key

8. External Support

In rare occurrences where a child's behaviour has not improved following targeted support, we will engage external agencies to assist us.

Agencies involved could include:

- **CAMHS** (Child and Adolescent Mental Health Services) - An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- **Inclusion Support Team**
- **Behaviour Support Team**
- **Alternative Provision**
- **Play Therapy**
- **School Nurse Team**
- **EWO** (Education Welfare Officer) – a service dedicated to supporting pupils' attendance
- Referrals – e.g. paediatrician, educational psychologist.
- **Early Help Hub** – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.
- **Alternative Provision** – a wide range of specialist groups and individuals who support children with complex needs

This list is not exhaustive, the needs of the child will dictate which support is required. Parents will be informed, and their views and consent sought should the school refer to one of the above agencies.

Appendix 1: Important Health, Safety and Welfare Considerations

Policies, linked to 3 rules Ready, Respect, Safe adhered to on the grounds of health, safety and welfare.

Safe	**Food and Drink** For snack time children may bring fruit, vegetables or hard cheese from home to eat at morning play. Other than snack time food and packed lunch, no food of any kind should be brought into school (unless on medical grounds) including sweets, cake for birthdays, biscuits and drinks unless permission from the headteacher is received. Children have regular access to water both indoor and outdoor. This is protective measure to protect children and staff with allergies.
Safe	**Jewellery** Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed or taped over during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard/drawer for the duration of the lesson. This is a protective measure; rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.
Ready	**PE Kit** Appropriate clothing must be worn for all PE activity as outlined in the St Thomas PE Kit List (the exception is the EYFS cohgort). Long hair must be tied back.
Ready	**School Clothing** The school has a separate school uniform policy available on the school website. Uniform may be purchased from the outlets advertised in the website. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day.
Respect	**Personal Property** The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats. Mobile phones should be handed in to the class teacher each morning and handed back at the end of the day.

Appendix 2: St Thomas Primary School Thrive Charter

We are defined in part by the 'Thrive Approach' at St Thomas Primary School but what does that mean for our children and what can they expect as part of our Thrive Charter?

We all take great pride in the positive relationships we forge and our use of Thrive, we will;

- Ensure that all physiological and psychological needs are met.
- Be consistent, reliable and provide clear boundaries following the school's relational policy.
- Be a role model when talking to other adults.
- Make eye contact with adults and children, using their name and smiling at them.
- Make facial cues explicit and clear.
- Teach explicit calming, breathing and relaxing techniques and model how to regulate emotions.
- Acknowledge and validate experiences and feelings of children.
- Regularly name sensations in our bodies and match these to a range of feelings
- Form positive relationships with our children; notice small details, show interest in their lives and be curious about any changes.
- Provide an inspirational learning environment, catering for a range of needs and abilities and include quiet spaces.
- Celebrate the gifts and talents of all children, celebrate what make us all unique and special.
- Have fun with children and model playfulness.
- Provide meaningful roles and responsibilities in school for pupils including, for example tidying play shed, leading wake and shake, being sports leaders or librarians or peer mediators or school councilors

For a great many reasons there are times when children will need additional support. What does this include?

- The provision of properly resourced Safe Spaces around school
- Early morning breakfast club
- Support through access to the Bubble Room or other agreed space
- Thrive 1-1 or small group support with a qualified practitioner
- Unrelenting support to ensure that all children are able to access and/or re-engage with learning and life.
- Transitional objects.
- Additional notice about change and early warning of activities finishing.
- More structured indoor and outdoor activities based on play and friendship.
- The provision of sensory equipment such as stress balls and stretchy toys for anxious moments and additional support to meet the needs of children by using for example:
    - Visual reminders including 'now and next' boards.
    - Sensory breaks
- An acknowledgment that on big occasions, or at times of change, children may become overwhelmed so additional resources and/or support will be needed by for example:
    - Providing drawing activities to link sensations to feelings.
    - Use singing to calm and soothe.
    - Playing games that are based on non-verbal signals.
    - Using puppets to explore a range of feelings.
    - Using feathers, face painting and bubbles to explore a range of senses.
    - Providing sand trays and opportunities to explore social stories.
    - Providing opportunities for children to cook together, play musical instruments and percussion games.
    - Providing opportunities to take part in games that are based on trust.

Appendix 3: Vital Relational Functions (VRFs)

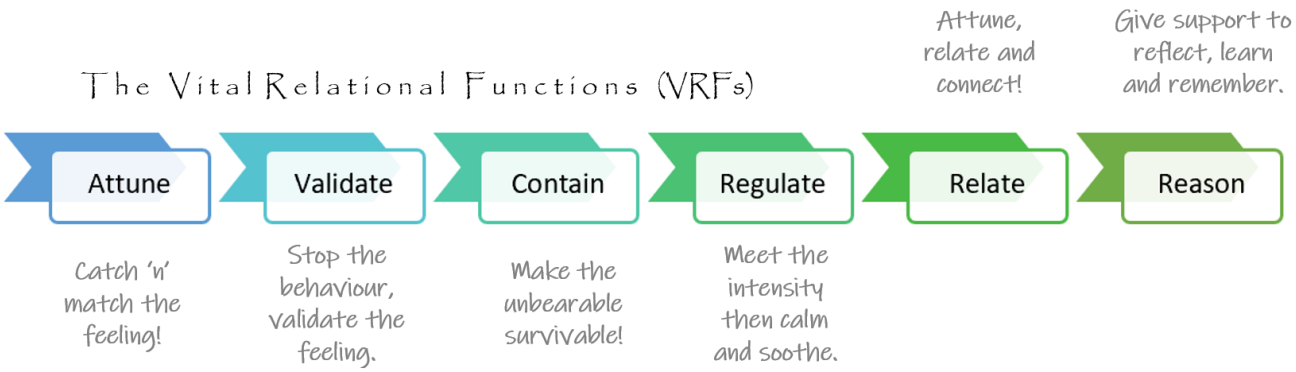
The VRF's are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child's emotional, social and neurological development.

The VRFs are:

Attune	Demonstrating an understanding of how they are feeling by "catching and matching" their emotional state.
Validate	Demonstrating that their feelings are real and justified.
Contain	Offering their feelings back to them, named and in small pieces.
Regulate	Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by the adult who is working closely and regularly with the child is a significant contributing factor to the child's developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under-recognised and under-used resource that has a significant positive impact on a child's ability to regulate and build positive relationships.

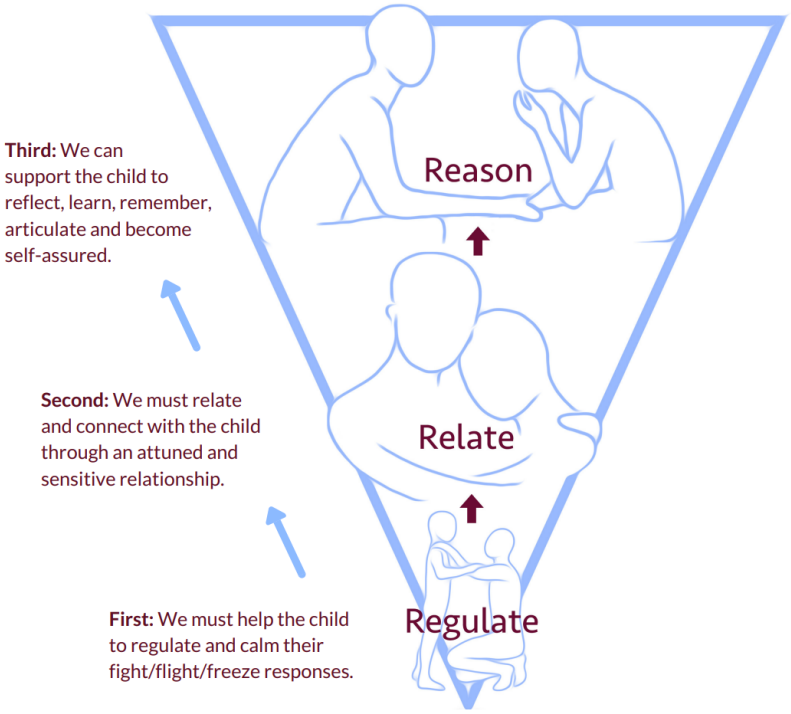
This graphic shows the interaction between the VRFs and the Three Rs in supporting a dysregulated child through to 'Reason'



Appendix 4: Regulate Relate Reason (The three R's)

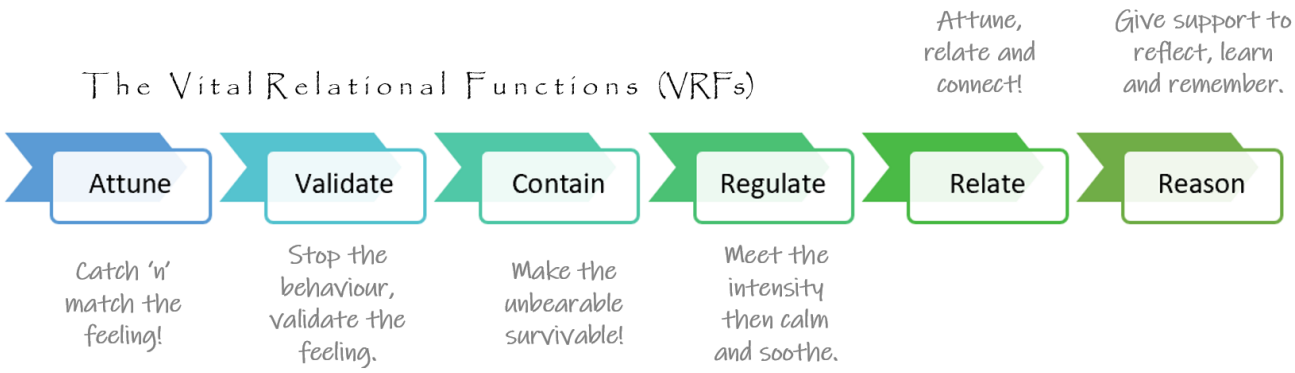
The three Rs: Reaching the learning brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

This graphic shows the interaction between the VRFs and the Three Rs in supporting a dysregulated child through to 'Reason



Appendix 5: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.	**Acceptance** involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.
Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because…" to open discussions with the pupil.	**Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.
Real examples of PACE in action: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.
Application of PACE:
Playfulness – Use playful language to de-escalate the situation. '*Goodness me I really would rather you came down. Problem is that if you fall, I'll have to fill out a lot of forms and I'm a bit like you - I don't really like writing.*'
Acceptance - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel.
I can see that this has made you feel really upset.' Avoiding saying things like, '*Oh it doesn't matter, don't be upset about a silly fall out.'*
Curiosity- Enquire and check what the young person's emotional experience is.
'I wonder if you're feeling angry because of what X just said?'
Empathy - Show that you understand that how difficult they are finding things.
'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything.'

Appendix 6: Five to Thrive

Source: Five to thrive | Barnardo's Family Space (barnardos.org.uk)

Your child's brain is amazing!

Research shows that a positive relationship between you and your child supports their healthy brain development through all the different stages of their childhood.

Understanding brain development can be difficult; there is a great deal of complex evidence and research about healthy brain development. Five to Thrive works to unpick this and provides practitioners with evidence-based research and effective strategies for supporting a child's healthy development.



Five to Thrive approach

This is based on a set of five key activities that are the building blocks of healthy communication and brain development: Respond, Cuddle, Relax, Play, Talk

The Five to Thrive 5 key activities are:

- Respond – Responding and assessing needs.
- Cuddle / Engage – Connecting and engaging.
- Relax – Self-regulating stress.
- Play – Being playful/ activating the right side of the brain.
- Talk – Creating a narrative/ activating the left side of the brain.

For young people and adults, the "Cuddle" activity becomes "Engage".

When your child - whether they are an infant, child or emerging adult - enjoys these five simple activities every day it helps them to grow and be content in their own skin, to make and sustain friendships, and to have positive connections with their caregivers and other people in their family.

The Five to Thrive activities build baby and toddler brains AND maintain healthy brains for:

- Pre-school children.
- School age children.
- Young people
- Adults

The Five to Thrive activities are important at all ages and stages of your child's life.

Appendix 7: Relational Policy: One Page Summary

Gulval School relational approach for resilience and life-long learning

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Our rules, **Ready, Respect, Safe** must be displayed in each learning space and referred to in conversations around behaviour.

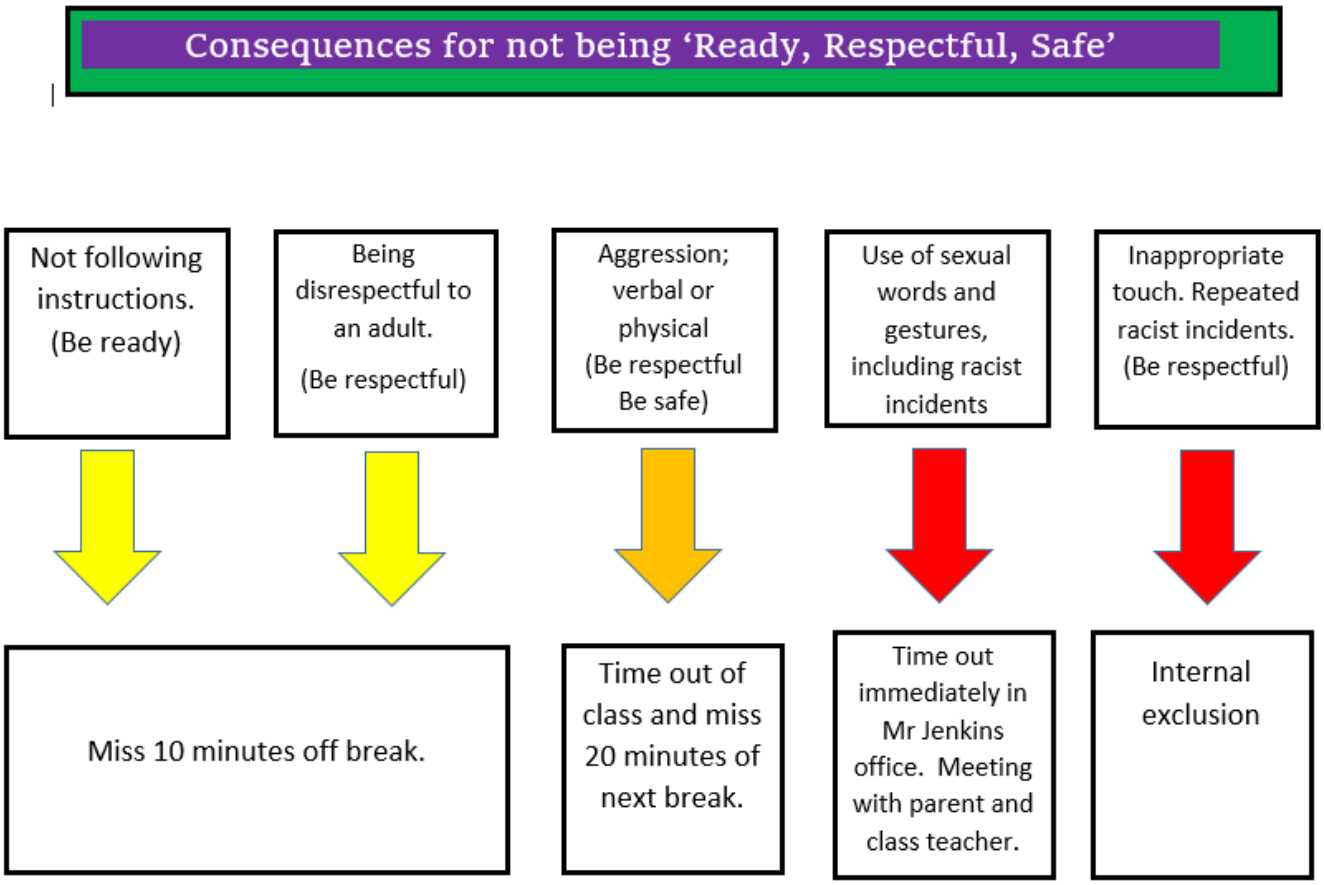
Consistencies:

- Build relationships using **VRFs**, **PACE**, **meet and greet** at the door and **check ins**.
- Refer to '**Ready, Respect, Safe'** as non-negotiable rules.
- Focus on the **values, rights and responsibilities** of the school when establishing boundaries in **conversation** with children.
- **Model** positive behaviours and always highlight the behaviour you want to see in positive terms.
- Recognise **behaviour is a form of communication.**
- **Plan** lessons that engage, challenge and meet the needs of all children.
- Promote intrinsic motivation by **rewarding the process of learning** (behaviours for learning).
- Seek both **resolution and learning** when dealing with incidents**. Follow** up every time, **retain ownership** and engage in **restorative dialogue** with children to repair the rupture.
- **Always** remind children about the expectations.

6. RELATIONAL SUPPORT PLAN (RECORDED ON CPOMS)	A Relational Support Plan (RSP) aims to help a child to improve their social, emotional and behavioural skills. The RSP will identify precise and specific targets for the child to work towards and will include the teacher, child, parents and a member of the SLT in the drafting process. There is a set format for this **(see Appendix 9).**
5. TIME IN (WELLBEING BASE) (RECORDED ON CPOMS)	At this step the child will be referred to the **wellbeing base;** this can be at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. **Step 5 always concludes in Repair with the adult where (or with whom) the rupture occurred.**
4. TIME IN (WELLBEING SPACE) (RECORDED ON CPOMS)	At this step the child will be asked to go to the wellbeing space in the classroom for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator. **Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.**
3. FINAL REMINDER	A clear conversation and **'final reminder'** delivered privately to the child using the **30 second script** to make 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. Praise in Public (PiP) and Remind in Private (RiP).
2. REMIND	Reminder of expectations 'Ready, Respect, Safe'. Repeat reminder if necessary but usually no more than two.

1. RELATE	Consistent high-quality teaching. Dojos, read the room and redirect using PACE, VRFs and small acts of kindness. Praise.

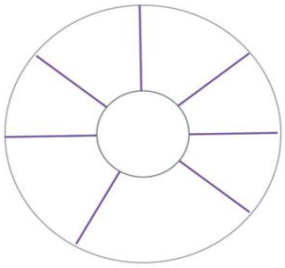
Appendix 8: Key Stage 2 Behaviour Consequences Chart



Appendix 9:3 School Rules



Appendix 10: Relational Support Plan



Relational Support Plan

Protection	Connection
Understanding	Care

Strengths and Interests

Known Triggers

Responsive Co-Regulation Plan

Name: Year group:

State of Regulation	Potential displayed behaviour	Agreed response for Regulation (continuous responding and calming throughout)
Calm *Safe / Socially Engaged*		
Mild Stress *Alert / Aroused / Agitated*		
Dysregulated *Mobilised / Immobilised*		
Crisis *Unsafe*		Emergency Procedure:

Repairing and restoring (following an incident)	

Signed - Parent/Carer:

Signed - Class Teacher:

Signed – SENDCo/Headteacher:

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Appendix 11: 100%

