ST. HELEN'S CATHOLIC INFANT AND NURSERY SCHOOL

Behaviour and Relationships Policy

Written by	Date	Ratified by	Date
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To be reviewed	Annually	Every 3 Years
Reviewed on	**Reviewed by**	**Next review date**
		2027

With Jesus alive in our hearts, we celebrate each other and learn together as a family.

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School Values

With Jesus alive in our hearts, we celebrate each other and learn together as a family.

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all school policies and practice.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The key principles are as follows:

- Behaviour is something to interpret.
- Children are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rule should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.
- 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

General Expectations

We have high expectations for the children, while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children to become independent responsible learners
- encourage a sense of respect for our community and our environment

With Jesus alive in our hearts, we celebrate each other and learn together as a family.

- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.
- The use of mobile phones, smart watches and smart glasses are not permitted on the premises

It is everyone's responsibility to remind and support children where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Moving around the school
- Break and Lunchtimes

The class teacher places each child on their class behaviour pyramid at the start of the academic year (Appendix 7) The pyramid is closely monitored by the class teacher with the aim of aiding all children to move down the pyramid. The pyramid is then completed again at the start of each term and this information is reported to the parents.

What do we do to teach and promote positive management of behaviour?

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

How we reinforce positive behaviour:

	Ethos	**Strategies**
Individual	Motivates children to focus on their own achievements and positive behaviour and recognises special effort / progress. Encourages children to recognise the importance of working on their own areas for improvement and feel proud of themselves.	Positive verbal and non-verbal feedback Written comments in exercise books Stickers / stamps WOW moments in class House Points Conversation with parents at pick up Comments on Tapestry (for Nursery Children) Recognition from senior member of staff Star of the Week Recognition in the newsletter Golden Ticket

		Head Teacher awards once a term
Whole Class	Encourages and motivates the whole 'tribe'. Reinforces the impact of working together as a larger group for a common aim. Rewards children for overcoming personal preferences and working collaboratively and encouraging each other. Develops a sense of class community through shared positive emotions and experiences.	In September all classes create class rules together which are signed and agreed by all the members of the class The 1st PSHE lesson of each year will be linked to the Colour Monster and classes will create a list of 3 strategies that can be used to manage a child's emotions to enable them to get back to feeling calm and ready to learn. Class Reward – Children work as a class to collect rewards for their collective efforts and achievements. The reward is then voted on by the class.

Possible Consequences:

Behaviour examples	**Possible Consequences**
1 Low impact • Calling out • Distracting others • Not lining up sensibly • Missed learning • Answering back	1 - Warning • Non-verbal signal e.g. facial expressions / gestures • Verbal feedback / reminder • Restorative conversation with relevant adult/s
2 & 3 Medium impact • Persistent low impact behaviour despite restorative conversation/s • Refusal to complete assigned task • Disrespectful comments • Swearing • Deliberately damaging property • Damaging property through silly behaviour • Taking other people's property • Ignoring adult's instructions • Deliberately leaving areas of the school or going in areas without permission	2 Time out with a thought card (A record will be kept in the Class Behaviour Folder) 3 Reflect and Rest Sheet in another classroom If a child is regularly completing reflect and reset sheets then the need for a STAR Analysis/ Risk Assessment / Environmental checklist will be discussed by the Class Teacher with the SENCO (A record will be kept in the Class Behaviour Folder)
4 High impact • Bullying • Harmful behaviour – physical and verbal • Any discriminatory behaviour • Causing significant, deliberate damage to school property • Leaving the school site	4 1. SLT/Headteacher notified of the incident and called to support/lead. 2. All individuals involved/witnesses to have an opportunity to share their account in a fair and objective way. 3. Parents will be notified in-person or by telephone by SLT/Headteacher

	4. Logical consequences will be applied based on previous behaviour, severity, response from pupil(s) 5. STAR Analysis/ Risk Assessment / Environmental checklist will be discussed with the Class Teacher and SENCO

Use of suspension as a consequence

Our school still applies the protective and educational approach to consequences even if the outcome is suspension: protective as a suspension insists on a short-term change in routine and becomes educational when the provision is more personalised to meet the child's needs.

Appropriate use of suspension is to allow the adults time to make the necessary adjustments to meet the needs of the child going forward. This includes:

- reflecting, identifying needs and amending plans
- using the time to prepare psychoeducation or other appropriate interventions to support
- using co-regulation to develop self-regulation strategies.

We understand that whilst a suspension might mark a break from the challenge for school staff, this is often not the case for the child. Reflection and restoration are still essential to enable to pupil and staff to learn from the situation, to not carry unresolved shame with them, and to remain hopeful for the future.

We refer to the Education Access Team's Suspension Guidance See Exclusions and Suspensions Policy

Use of exclusion as a consequence

Our school considers the following principles/questions when considering exclusion:

- Is it absolutely necessary to exclude?
- Is it in the best interest of the child?
- Is it in the best interest of the school community?

We also understand that the child will likely remain within the local community. To sustain hope for the child, exclusion is presented as a means of accessing an alternative safe space rather than a threat or punishment.

On the rare occasion that exclusion occurs, our school ensures:

- A positive goodbye with closure for staff, child and their family
- A robust handover between school staff to support the transition to the new school/setting
- Ensuring the child takes all their work with them to share with their new teachers, demonstrating their achievements and what they are proud of
- Restoration opportunities in the new school/setting, repairing the child's relationship with education
- Encouragement to build new positive relationships to ensure a sense of belonging.

There are 15 DfE exclusion codes that can be used to record why a child is excluded:

PP – Physical Assault against a pupil orientation and gender identity	PA – Physical Assault against an adult	VP – Verbal abuse/ threatening behaviour against a pupil
VA – Verbal abuse/ threatening behaviour against an adult	OW – Use or threat of use of an offensive weapon or prohibited item	BU – Bullying
RA – Racist abuse	LG – Abuse against sexual	DS – Abuse relating to disability
SM – Sexual misconduct	DA – Drug and alcohol related	DM – Damage
TH – Theft	MT – Inappropriate use of social media or online technology	DB – Persistent or general disruptive behaviour

As our school seeks to understand behaviour, we do not exclude for 'Persistent Disruptive Behaviour' as there are 14 alternatives which provide a far more meaningful description of behaviours.

We refer to the Education Access Team's Exclusion Guidance.

Harm from dysregulated (stress) behaviour

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 5.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: DfE Behaviour in Schools February 2024

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'** It can be found here: Understanding and Supporting Behaviour - Safe Practice for Schools - August 2023.pdf (essex.gov.uk)
Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document. This includes reporting to ECC via MySafety.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

How we support children with additional Social, Emotional and Mental Health needs

Our Principles - the things we will do as adults

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Undertake their statutory role around suspension and exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Head Teacher/Senior Leadership Team

- Leads on all aspects of this policy and model the expectations for all staff
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Is the only person authorised to suspend or exclude a child (or the Deputy Headteacher in their absence)

Classroom Staff

- Plan the teaching and learning for all children and young people
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.
- Manage Worry Wallets in the classroom

All staff

- Seek to understand the communication behind the behaviour
- Keep the relationship at the forefront when seeking to restore and repair (connection before correction)
- Model compassion and kindness, provide hope and support, connection and belonging
- Understand that any event in a child's life can impact on how they think, feel and act
- Use logical consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have clear boundaries
- Regulate our own emotions
- Co-regulate with children and help them to develop self-regulation strategies for the future.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Further Guidance

1. Keeping children safe in education 2023 (publishing.service.gov.uk)
2. Behaviour in schools guidance Sept 2022
3. Reducing the Need for Restraint and Restrictive Intervention June 2019
4. Suspension and Permanent Exclusion Sept 2022
5. Searching, Screening and Confiscation July 2022
6. Positive environments where children can flourish (2021)
7. Creating a Culture: how school leaders can optimise behaviour (DfE, 2017)

Appendix 1: STAR Analysis

Name:	**Class:**	**Completed by:**
What happened at the time?		What staff could do differently in the future.
Setting (Time, environment, relationships, etc.)		
Trigger (stressors)		
Action (What happened?)		
Response (What the adults did?)		

Appendix 2: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child before exploring the school environment with them in mind.

The questions are designed to be prompts to inform One Planning.

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Name:	**Class:**	**Completed by:**
Safety	**Y/N n/a**	**What needs to be done**
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the child?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks?		
Have parents/carers been involved in the assessment and planning to support the safety of their child in school?		
Have parents/carers been informed of any incidents where safety of their child has been of concern?		
Is the child feeling secure in their relationships with adults and peers? (see Social Interaction section)		

Name:	Class:	Completed by:
The SEND Environment	**Y/N n/a**	**What needs to be done**
Has a One Page Profile been completed for this child?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child eg. supply teachers?		
Is One Planning in place for this child?		
Is there a current Adult Response Plan in place for the child?		
Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school/setting communicated appropriately and effectively with the child's parents/carers?		
Does the child separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		
Are parents/carers requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved in the support for the child?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		

Name:	Class:	Completed by:
The Learning Environment	**Y/N n/a**	**What needs to be done**
Have the child's views about their learning been sought?		
Is the child able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the child?		
Does the Learning Support Assistant have a good understanding of the child's needs?		
In line with best practice, does the Learning Support Assistant offer hover support?		
Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		
Is there safe place that the child can access within the classroom when necessary?		
Is the child seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child able to attend to and engage with whole class learning?		
Is the child seated with good role models and away from others who may prove distracting?		
Is the child able to work effectively with peers in a group?		
Is the child able to focus and complete independent work for an appropriate period of time?		

Are adults using positive language around and to the child?		
Are adults using the language of Growth Mindset to support the child?		
Are the child's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		
Is the child given access to sensory, movement or brain breaks when necessary?		
Have the child's sensory needs been explored? If so, has provision been made for them?		
Does the child have good relationships with the adults in the classroom?		
Does the child enjoy being given responsibility?		
Are there times when the child can focus on work for longer periods of time?		
Are there specific subjects that the child finds more difficult to engage with, such as Literacy or PE?		
Is the child able to work outside of the classroom when appropriate?		
Is the child supervised adequately when out of the classroom?		
Do all staff know how to react to the child and his/her communicating behaviour when encountering them in the school?		

Is the child able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child able to line up with their peers?		
Does the child have any other significant relationships with staff or children around the school?		

Name:	**Class:**	**Completed by:**
Social interaction (less structured environments)	**Y/N** **n/a**	**What needs to be done**
Have the child's views about friendships and relationships with adults and peers been sought?		
Does the child have friends they can play with?		
Is the child able to interact appropriately with other children beyond their friendship group?		
Is the child able to play safely and independently?		
Are there systems in place that allow the child to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child eg. lunch clubs?		
Does the child know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child's needs?		
Do staff react consistently to communicating behaviours?		

Are rewards and consequences given fairly and consistently?		

Appendix 3: Risk Assessment Guidance

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the child in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and Children's Social Care shared?

The assessment will include:

- Identified vulnerable child (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified child or groups of children. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.

Appendix 4: Risk Assessment Template

Risk assessment for children with challenging behaviour

Name of child:	
Class:	
Year Group:	
Assessment completed by:	
Date:	
Risk identification:	
What is the foreseeable risk?	
Is the risk potential or actual?	
Who is affected by the risk?	
In which situation does the risk usually occur?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
Risk reduction strategies:	
Proactive interventions to prevent risk	
Reactive interventions to respond to risk	
Agreed Behaviour Management Plan and School Risk Management Strategy:	
Proactive interventions to prevent risks	
Early interventions to manage risks	
Reactive interventions to respond to risk	
Agreed by:	
Date:	
Communication of Behaviour Management Plan and School Risk Management Strategy:	
Plans and strategies shared with	
Communication method and date	
Staff Training:	
Identified training needs	

Training provided to meet needs	
Date training completed	
Review:	
How effective have the strategies and interventions been?	
Has the risk reduced?	
Has the risk increased?	
Are any additions or amendments required?	
Agreed by:	
Date:	

Reflect and Reset

Name _____

Date and Time _____

What happened? adult to write what the child says

What happened? child to draw a picture

How were you feeling when this happened?

Angry

Confused

Scared

Sad

Other

What was the impact of your choice?

I stopped myself from learning

I stopped others from learning

I felt sad

I made others feel sad

What can you do to make it right?

Say sorry

Change my behaviour

Continue with my learning

I have my own idea

Thought Card

1. Sit in a safe, quiet place in your classroom

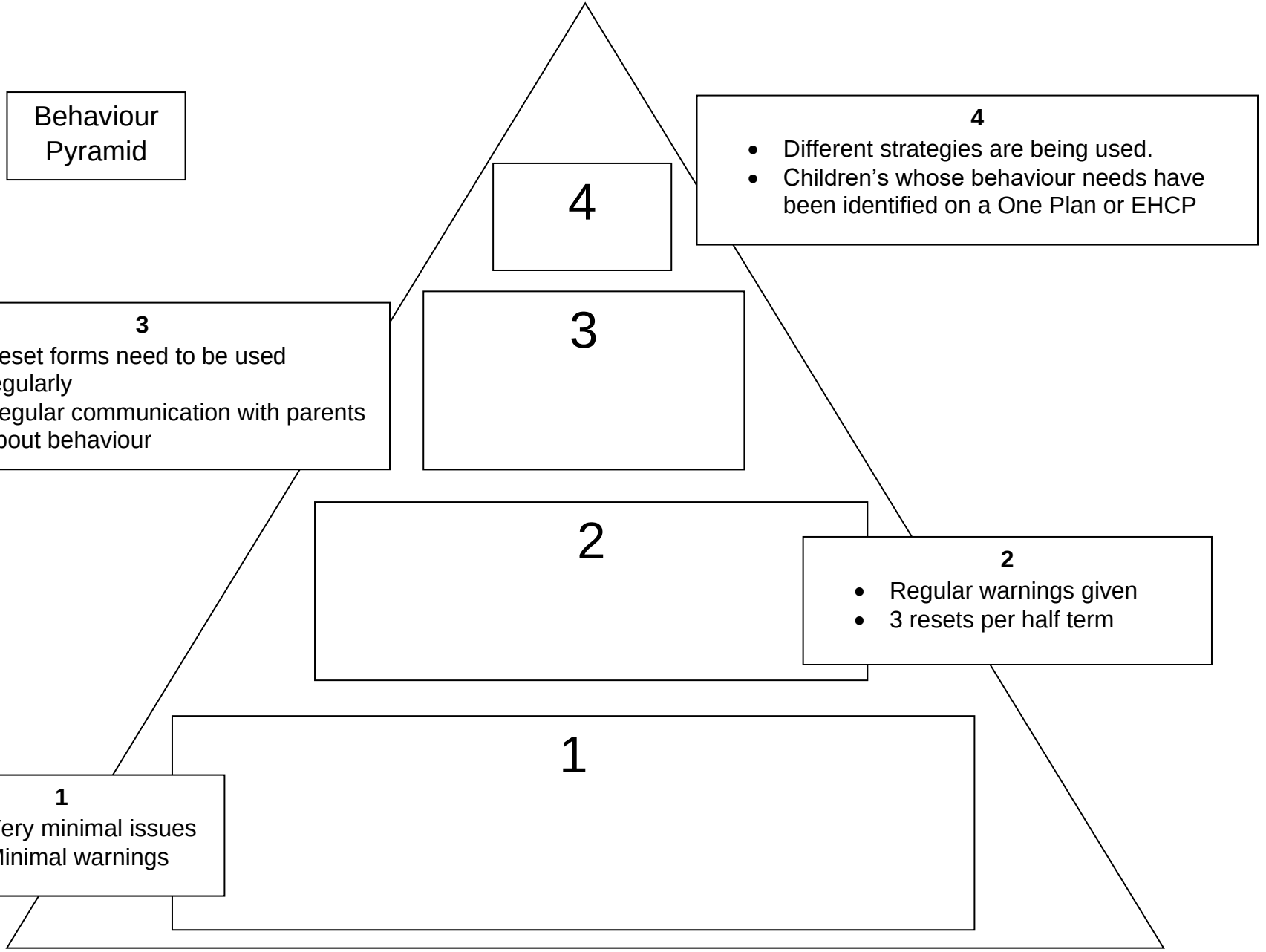
2. Take 5 deep breaths

1…2…3…4…5

3. Give yourself a big hug

4. Are you ready to return to your learning?

Behaviour Pyramid



4

- Different strategies are being used.
- Children's whose behaviour needs have been identified on a One Plan or EHCP

3

- Reset forms need to be used regularly
- Regular communication with parents about behaviour

2

- Regular warnings given
- 3 resets per half term

1

- Very minimal issues
- Minimal warnings

St Helen's Catholic Infant School

WELLBEING AND BEHAVIOUR SUPPORT PLAN

Date:

About me		
Me •	My Family •	School •
Things that I find hard • Things that I want to get better •	Things that lead me to make bad choices •	Things that help me to make good choices •

Steps that will help me manage myself, my feelings and my schoolwork	
At home: At school:	Review: Date:

Signed:

(Parent)	(Teacher)
(Child)	