

Lyng Primary School



Relational Policy  
September 2024 - 2025

Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_

**Responsible staff Members**

**Andrew Fowler - Head Teacher**

**Peter Staniland - Deputy Head Teacher**

**Laura Deeley - SENCO, DDSL, SMHL**

**Sian Wellings - DSL, Attendance Lead, SMHL**

**Lynn Howard - Chair of Governors**

## Introduction

At Lyng Primary School and Nursery, we aim to create a welcoming, caring environment where relationships are based on respect and develop positive self-esteem in each child. Our relational approach is a valued based outlook, which describes how an understanding of our relationships with each other, both as a school and as individuals can enhance both academic and social learning, and as such is a cornerstone of our commitment to our school ethos, values and vision. At Lyng Primary we believe that learning 'happens best' when there are strong relationships; between our staff, between our pupils, within the learning spaces and beyond, with parents and carers and with our wider community. To ensure this, all staff seek to establish a calm and supportive environment where our children feel safe, valued and listened to. Using a trauma informed approach, we are aware of the impact Adverse Childhood Experiences (ACEs) can have on a child's well-being and behaviour.

## Safeguarding and promoting the welfare of children.

Section 157 of the Education Act 2002 and the Education (Independent Centres Standards, England) Regulations 2003 require proprietors of independent centres (including academies) to have arrangements to safeguard and promote the welfare of children who are pupils at the school. The "Keeping Children Safe in Education," detailing statutory guidance, also places a duty on the school to promote the welfare of children.

Safeguarding pupils is consequently more than contributing to the protection of individual pupils and the school is committed to the development of policy and practice that supports pupils and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

## Values and Beliefs

At Lyng Primary the beliefs and values, which underpin our school ethos, are:

- **Being 'fair'** is not about everyone getting the same (equality) but about everyone getting what they need (equity). Children need personalised responses to supporting their personal development and well-being. Consistency does not always mean responding in the same way to each child or behaviour, it means responding in a way, which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.
- **Behaviour is a form of communication** and the expression of underlying emotional needs. It is not possible to support a child's behaviour without addressing these needs.
- **Taking a non-judgmental**, curious and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself and we all have a duty to explore this vulnerability and provide appropriate support.
- **Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- **Maintaining clear boundaries** and expectations around behaviour. In order to help our children feel safe, the learning environment needs to be high in both nurture and structure. Children need

predictable routines, expectations and regulated responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

- **Natural rewards and consequences** that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour. Responses to behaviour should ensure that all children feel safe and that all needs are met (See Appendix 3).
- **Behaviour must always be viewed systemically** and within the context of important relationships. Relational, regulatory and restorative approaches are more effective in supporting their development of internal control and regulation. *Not all behaviours are a matter of choice and therefore external control will not be effective in changing behaviour.*
- **All children wish to belong**, achieve and contribute to their school community. Child centred approaches, where the children's voices are central and where learning utilises their strengths, resources and qualities are integral to their success.
- **Encouraging parental engagement** and involvement is crucial, when addressing and planning support for children's SEMH needs. "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

*Why attempt to crush behaviours with punishment when you can grow better ones with love?  
Visible consistency with visible kindness allows exceptional behaviour to flourish.  
(Paul Dix- "When the Adult Changes Everything Changes")*

### **Behaviour Principles**

This policy sets out the expectations of behaviour at Lyng Primary School. We are a caring community, where we aim to create an environment, which fosters positive attitudes.

This policy also links to the school's

- Anti-bullying and cyberbullying policy.
- Mental Health policy
- Safeguarding policy
- Child Protection Policy
- E-safety Policy
- Equality and diversity policy

### **Aims:**

- To create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To encourage a purposeful and happy atmosphere within the school.

- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To promote reflection, self-discipline and respect.
- To define what we consider to be unacceptable behaviour, including bullying and discrimination
- To build a community which values kindness and empathy for others.
- To help pupils staff and parents have a sense of direction and feeling of common purpose.
- For children to understand fairness, honesty, courtesy, consideration and respect.
- To encourage children to be: bold, ambitious, resilient, open, nurturing and successful.

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school's relational policy is therefore designed to encourage the way in which all members – pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being (SEMH) of individuals is paramount. Strong relationships should be based on fairness, honesty, courtesy, consideration and respect.

During their time at Lyng Primary School, children should be encouraged to achieve the following goals:

- To develop self-control and self-discipline.
- To be accountable for their own behaviour.
- To reflect on the impact of their own actions and behaviour.
- To have respect for others rights, including the adults in school.
- To expect fair and honest treatment.
- To encourage a co-operative atmosphere at all times and throughout the school.

Signed: L. Howard (Chair of Full Governing Board)

September 2024

### **How we do what we do**

Specific roles and responsibilities

#### **Governing Body**

The Governing Body are responsible for monitoring this behaviour policy's effectiveness and holding the deputy head/head teacher to account for its implementation. The Governing Body supports the head teacher in ensuring all adults are adhering to the policy. It is the responsibility of the Governing Body to monitor the rate of suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

### **The head teacher/deputy head**

The head teacher/deputy head are responsible for:

- Ensuring that the school environment encourages positive behaviour
- Meeting and greeting around the school on a daily basis
- Being visible at transition times
- Engaging in learning time and wellbeing walks to see positive behaviours, provide support and coach and model expectations
- Will go into lessons to catch children being positive
- Ensuring that staff understand pupil's behaviour and appropriately manage times when they are distressed.
- Ensure restorative conversations take place
- Monitoring how staff implement this policy to ensure the recommended ways of working are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data relating to behaviour logged onto CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **The leadership team**

Leaders are not expected to deal with behaviour referrals in isolation. [Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.](#)

*The member of staff who has the strongest relationship with the child is best suited to address the behavioural incident, alongside the class teacher.*

### **Leaders will:**

- Meet and greet children at the beginning of the day on the gate and/or building entrances
- Be a visible presence around the school, especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model PACE (Playfulness, acceptance, curiosity and empathy)
- Ensure restorative conversations take place
- Regularly share good practice
- Support staff in managing children with more complex distressed behaviours
- Regularly review provision for children who fall beyond the range of written policies

### **Teachers and staff are responsible for:**

- Creating a calm and safe environment for pupils
- Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.
- Build relationships through the use of PACE, meet and greet and check ins.

- Adopting an attitude and culture of **'botheredness'** – the daily acts of care and genuine interest in children's lives that matter (The child's big picture).
- Focusing on the values, rights and responsibilities of the school when establishing boundaries in conversation with children.
- Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms.
- Planning lessons that engage, challenge and meet the needs of all children.
- Promoting intrinsic motivation by rewarding the process of learning (behaviours for learning/ Secrets of Success i.e. through our learning trees).
- Seeking 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.](#)
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Always reminding children about the expectations.
- Providing a personalised approach to the specific behavioural needs of particular pupils (Appendix 4 – Sensory ladder)
- Recording behaviour incidents promptly on CPOMs in full i.e. Time, place, trigger, consequence, actions needed to be taken i.e. what restorative technique is required
- To offer a framework for social education (SEMH policy).
- Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us

**Parents and carers, where possible, should:**

- Get to know the school's relational behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly. If unresolved parent to seek support of phase leader and then SLT if required.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Whilst on school site, model positive behaviour at all times and particular with each other
- Ensure that school attendance doesn't negatively impact their child's ability to cope
- Support their son/daughter with work at home that has been missed at school
- Take part in the life of the school and its culture (Inspire afternoons)

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

**Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines, 'Ready, Respectful & Safe'

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- They may be expected to complete work at home under their parents guidance where appropriate. The class teacher will inform parents of this.
- The pastoral support that is available to them to help them meet the behavioural standards

Extra support and induction will be provided for pupils who are mid-term arrivals.

All staff are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

## **A Relational Approach**

### **Curriculum and Classroom Management**

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials. Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

### **Responding**

The art and skill of teaching lies in the use of everyday interactions, which actively maintain relationships in the learning spaces and promote a calm, harmonious and supportive learning environment. **It is normal for children of all ages to be playful, challenge authority and to test boundaries.** Most children will at some point overstep a boundary and will need reminding about agreements and expectations. Skilled interactions can successfully resolve low level disruption without the need to escalate. **Every child will face challenges and at times experience strong emotions which block their access to learning and good social interaction.** Catching these emotions and regulating the child so that these emotions do not become overwhelming is integral to keeping the child and learning environment calm. Behaviour which impacts on the child, another child's, or our staff safety will be managed as part of our personalised relational plans. How we respond as an adult in a crisis will be clear, coordinated and communicated to ensure safety. At Lyng Primary we implement the following strategies to ensure a calm environment for all children.

Responding to incidents, sanctions or punishment used as a response to incidents often exclude and ostracise children and can lead to children feeling humiliated and shamed and can lead then lead to further behavioural escalation. **Sanctions often remove the very thing that children need in order to develop – relationships.** Therefore, at Lyng Primary we do not advocate sanctions in response to all incidents. Once Dojo/house points are given they will not be removed. Following some incidents there will need to be a consequence and response from adults in order to support the child to learn from the incident. For example, if a child is violent on the playground on a Monday, it is unlikely they will be back out on the playground on the Tuesday. This is not as a punishment, but as an

acknowledgement that we could well be setting them up to fail if they are back out tomorrow without any developmental input, and also that other children would not be safe. As a school we would advocate **'time in'** rather than 'time out' and so this is not a suspension. The restorative work that takes place with the child on the Tuesday lunchtime seeks to support them to be able to go back onto the playground - not punish them. We recognise that different children have different needs and will be at different stages of their development. As with all good teaching, personalization enables children to learn. This also applies to social and emotional development as much as academic understanding. In order to be fair we need to be responsive to need, this means not treating everyone as though they are the same. Equality does not mean everyone getting the same, it means everyone getting their needs met. Responses to incidents are therefore specific to the needs of the children involved. We recognise that the relational approach and response to managing disruption within the learning spaces can be supported through:

### **Keeping Calm**

When we notice that a child is overstepping a boundary we will first ensure that we continue to present with a warm, friendly and open manner. We understand that if we approach the child with cold or cross tones we run the risk of pushing them into higher levels of stress, which will trigger their defence response. We will always think about how our faces, voices and body language continue to provide a sense of safety and warmth to the child. It is possible to be firm without being cross and such an approach is more likely to get the child back on track. Using a storytelling tone of voice, an attuning facial expression and coming alongside them, mirroring their body language will help to keep a sense of calm and safety.

We acknowledge that it is important to avoid the use of threatening tones of voice, facial expressions and body language, which convey relationships of power and control. Children who have sensitive defence pathways or who have experienced trauma will be triggered to respond defensively, or experience re-traumatisation if they perceive threat, disapproval or rejection. We are mindful of always helping children to find a way out of the situation, rather than feeling that we as adults have won. It can be appropriate to be very 'low key' in our responses to some behaviour. Many children will respond well to a warm and curious look or a simple reminding/refocusing followed by a thank you, which shows that you expect compliance. At times, it can be helpful to move away after reminding them of an agreement to show that we are leaving it up to them, rather than needing to wait.

### **Behaviour is Communication**

- **We will always be curious about what is beneath the behaviour rather than assuming motives.** Most children will have good reason for behaving as they do and we need to help them with this (**Behaviour is communication**). We will always ask with genuine curiosity about what is happening and we will make the child feel listened to. This also helps us to work out what is going on and what is needed to get them back on track. It is important to accept what the child has said and to respond empathically. For example, **"I see it's hard and I know that you've been trying"**. Sometimes it will not be possible to be curious straight away and that discussion may have to wait until a later moment, however we recognise the need to continue to show warmth and provide a sense of safety in the moment.

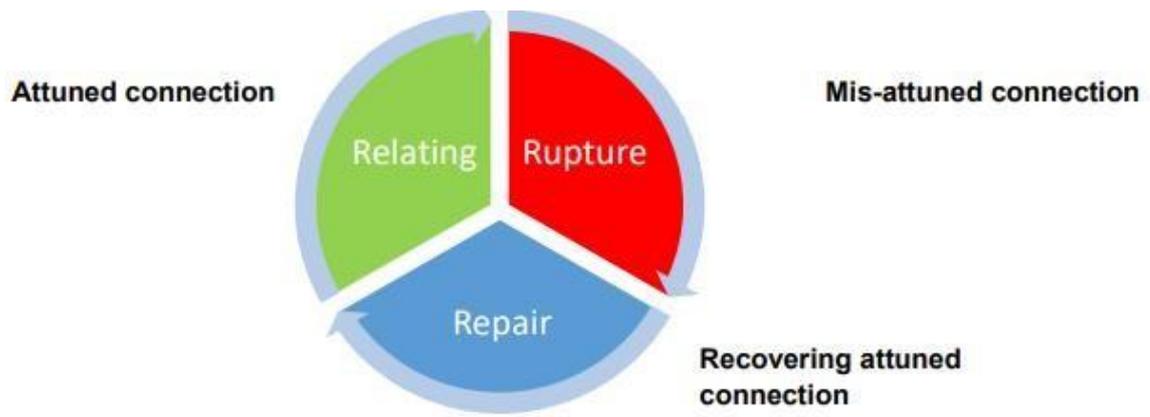


- We will always try to name the feelings as this helps to let the child know that we get it, we've thought about it and that we care. Often, a child knowing that someone has listened to and accepted what they feel and think can be enough. The child has no further need to express themselves through their behaviour because they have been heard.
- We will always take action to resolve the situation and we work with the child to come to a solution together. Following joint problem solving it is helpful to remind the child of the agreement (what they should be doing/what is expected) or in some cases, it will be helpful to re-set agreements to ensure that what the child is being asked to do is realistic and achievable and therefore fair.

### Restorative Practice

- 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 the children are still growing, learning and developing. [Mistakes are part of the learning process](#) and we recognise that all of 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 recognition of the rupture and repair cycle, 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.

Through the rupture – repair cycle, we provide children with the opportunity to learn from their mistakes.



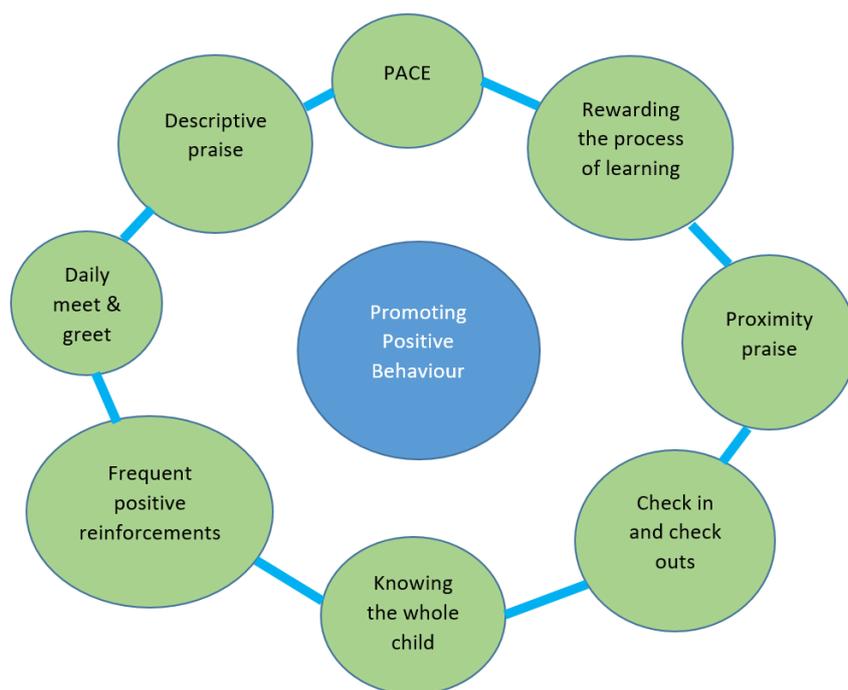
As adults working with children, we recognise that we are in a privileged position of power and influence:

*I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture, or an instrument of inspiration I can humiliate or humour, hurt or heal. In all situations, it is my response that decides, whether a crisis will be escalated or de-escalated and a child humanised or de-humanised.*

(Haim Ginott - "The Learner's Dimension")

### **Positive Recognition and Rewards**

The best form of behaviour intervention acknowledges and enhances the positive.



*'It is not what you give but the way that you give it that counts.'*

**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 are the hardest to reach](#). We promote a growth mind set when using praise by [rewarding the process of learning](#); through interactions that [identify the key skills and attributes that lead to intrinsic motivation, resilience and life-long learning](#). We will reward those children who demonstrate positive behaviours in and around school through verbal praise, name stars on our learning tree, stickers, house/dojo points and certificates. We use postcards home that link to agreed school values to frame behaviours that are over and above expectation as well, as the use of recognition mechanisms in each classroom.

Pupils should learn to expect recognition for positive behaviour. All systems are flexible to take account of individual circumstances and each pupil will be treated as an individual and receive support in relation to their individual needs. The emphasis is on positive behaviour management through recognition and praise, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Praise and positive individual or group recognition i.e. dojo points, bucket full/heaps of verbal praise
- Stickers – either worn by child, or collected on a chart or card
- Positive recognition to parents at the end of the session/day and positive weekly calls by teachers
- Showing work to another adult /class/DHT/Head teacher
- Certificates (presented in assembly)
- Social time

- Golden Book Tokens (Exceptional work/effort)
- Head/Deputy Positive behaviour post cards sent to family home or phone calls
- Reward / activity with the DHT/HT i.e. listening/reading to readers, afternoon tea/fruit

### Early Years system and recognition

- Follow a 'Cloud and Sunshine' behaviour system
- Visually displayed in the classroom together with the school rules and expectations
- Pupils move up through the clouds towards the sunshine for good/positive behaviour.
- When needed we will use the 'Think Alouds' to prompt short reflection time in class, where an adult will have a restorative conversation with pupil.
- If behaviour persists, the pupil will then be asked to carry out their reflection in the parallel year group.
- When pupils end the day on the sunshine, they are awarded a recognition ticket.
- This behaviour system is followed in Year 1 for the Autumn and Spring terms. The Summer Term will be a transition onto the whole school behaviour system ready for Year 2.

### Responding to Dysregulated Behaviour

It is vital that knowledge of the child's social and emotional development is taken into account. 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. 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 i.e. jump steps.

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms i.e. *"Show me your listening ears."*

Step	Action
<b>1. Attunement</b>	Read the room and redirect using PACE, and small acts of kindness.
<b>2. Reminder</b>	Use whole class reminders of expectations to re-engage pupils (refer to pupil contract from start of the term). A reminder of classroom/school expectations delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things contained at this stage. Identify what the child might be communicating by their behaviour and acknowledge their emotion (delivered privately if possible). Use the 30 second script below  Consider what changes you as the adult can make to de-escalate (5 minutes sensory break, change of task, give them a job to do to change the environment)

<b>3. The 30 second script</b>	A clear conversation delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. <a href="#">Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.</a>
<b>4. Time in</b>	If a child reaches this stage, they are beginning to dysregulate. Child will have a 'time in' for regulation – in a space within the classroom. Allow them to use the reflection table if appropriate, until an adult can speak to the child privately as a co-regulator. Use <a href="#">WIN – I am wondering, imagining, noticing</a> . Reset expectations. *If this is at playtime, the child should have 'time in' by standing with the adult if on duty. Recorded on CPOMS
<b>5. Time in and restorative conversation with phase leader</b>	If behaviour continues... at this point, the child will be referred to their phase leader for 'time in' and a restorative conversation to take place. This step must be added, as part of a CPOMS record ( <a href="#">as either a negative behaviour or significant negative behaviour at the teacher's, then phase leaders discretion</a> ).
<b>6. Repair</b>	A restorative conversation should take place before the next lesson/day where possible, but as soon as possible. It is important that the reparation is with the member of staff and/or child involved in the incident, in order to complete the rupture – repair cycle. N.B. it should be the teacher/adult involved in the incident, who relays messages to the parent at the end of the school day or by phone call.
<b>7. Formal meetings and monitoring</b>	A formal meeting with the teacher, child, parent in the first instance, triggered after <a href="#">3 significant negative records</a> . *Guide/schedule for meetings is: 3 significant records – first formal meeting with teacher, 6 significant records – phase leader is in meeting with class teacher, 9 significant records DHT/phase leader accompany class teacher in formal meeting. HT involved thereafter.
<b>8. During initial meetings, a personalised/social and emotional support plan to be actioned if appropriate</b>	The aims of a plan are to help a child to improve their social, emotional and behavioural skills overtime. The plan will identify precise and specific targets for the child to work towards and should include the teacher, child, parents and a member of the SLT in the drafting process.

### Steps 1 and 2 - PIP 'N' RIP

#### [Praise in Public and Remind in Private](#)

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children classroom/teaching space/lunch room delivered privately to the child. The teacher/staff member makes them aware of their behaviour through use of PACE.

### Step 3 - The 30 second script (get to the child's level):

The script then involves a conversation with the pupil that goes to redress their behaviour in the first instance. This will be undertaken at all levels. **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 in order to separate the behaviour from the child.)
- I am wondering if you are feeling...
- You know we have a ready/respectful/safe rule in the classroom. It was the rule about ... (lining up/bringing toys into school/allowing others to learn) that you broke.
- Do you remember when you... (You did that really kind thing for...?)
- That is who I need to see today...
- When I come back in 'X' minutes, I want to see your wonderful.... Thank you for listening (Now walk away – 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.**

#### **Step 4 - Time In**

- The child will be asked to go to the 'reflection table/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.
- Boundaries are reset.
- Child is asked to reflect on their next step. Again they are reminded of their previous positive behaviour for learning.
- Child is given a final opportunity to re-engage with the learning / follow instructions. The child should only be moved to a safe space if they need to cool down and/or to defuse a situation. In general, three to five minutes should be enough. If a second adult is available, they may choose to take the child for a walk to follow these steps.

#### **Step 5 – Phase leader 'Time in'**

Child to go to phase leaders classroom (reflection table) if behaviour is not restored within own class setting. 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. A phone call home will be made to inform the parents by the class teacher.

#### **Step 6 - Restorative Conversations**

*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."*  
(Maya Angelou, 2015)

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 reparation takes place with the member of staff involved in the incident, in order to complete the rupture – repair cycle](#). If a child is dysregulating regularly, then they will have an individualised plan. Strategies that help a child to regulate vary according to the child, in order to meet their individual needs.

Shining a light on the behaviour using a restorative approach.

**Once the child is regulated, the child needs an adult to lend them their thinking brain.**

The following questions can 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/using a sand tray, with some children).
2. Tell me if I'm wrong, but I'm wondering if you felt a bit.....angry/frightened/scared etc.
3. I imagine that is really difficult to have those big feelings.... but it's not ok to .... and I can help you with that....
4. How do you think....is feeling?
5. How can we repair it?
6. Imagine if there were... (a way of putting it right/things you could do differently). What would they be?
7. 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/events that are not relevant) and plan the conclusion.  
Use WIN (wondering, imagining, noticing.)

**All staff will take responsibility for leading restorative conversations, the Pastoral/Wellbeing Team, Middle Leaders and SLT will support when requested.** All staff to consider the guide to responding to varying states of regulation (Appendix 2).

### **Step 7 - Formal Meeting and Monitoring**

Where a child continues to struggle with showing improved behaviours in school we (Class teacher/phase leader/pastoral team/SLT) 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. Decisions to place children on any formalised behaviour monitoring should be taken by the class teacher in the first instance in collaboration with parents and a member of SLT. The extent of the monitoring should be subjective depending on the individual child.

### **Daily Positive Reporting**

This will look to address persistent low-level disruption by praising the positive aspects of a child's behaviour in lessons, providing them with immediate target setting at the end of each day for the following day. This will look to improve the child's behaviour within two weeks. At the end of two weeks a decision will be made by all involved parties as to the best course of action.

An individual plan could be prompted by:	Persistent low level disruption to learning, or three or more significant records/'time-in' within a half term.
Maximum time frame:	Two weeks
Formative measure:	Individual, specific targets set by Class Teacher at the end of each day for the following day (Today, I was pleased to notice that...tomorrow...)
Maintained by:	Class Teacher with SLT notified

### **Step 8 – personalised social and emotional support plan**

Could be prompted by:	Failure to respond to Daily Positive Reporting, or following incidents of more serious behaviour.
Maximum time frame:	Targets to be reviewed every 4 weeks.
Formative measure:	Individual meeting and specific targets agreed with Class Teacher, Behaviour Support/SLT, parents and child (where appropriate).
Maintained by:	Behaviour Support/SLT

A plan is put in place when less formal measures have not been successful in helping to improve a child's behaviour. The purpose is to promote social inclusion and help to reduce the need for a suspension or permanent exclusion. The effectiveness of the plan relies on identifying the underlying causes of the child's behaviours. The results of this mentoring session will be recommended to SLT and shared with parents as part of the plan meeting; these will then help to form the formal targets for the child's plan.

A mentor will also be assigned to the child to offer support and a positive role model. This mentor will be of the child's choosing.

A child's behaviour may deteriorate before it improves when a plan 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 plan for maximum success, especially with younger children. These formal monitoring systems ensure a child who is struggling to maintain acceptable levels of behaviour is given targeted support for a full half term before a plan is enacted. It may also be relevant to complete an assessment or a risk assessment in order to unpick the triggers for specific behaviours and ensure the safety of the child and those around him/her.

### **More serious behavioural incidents**

Where more serious behaviour incidents occur, we will look to deal with child consistently and subjectively in line with the incident and the individuals involved, with Class Teachers, SLT and the Well-being/pastoral team, utilising their knowledge of the child and their discretion. Staff receive training to learn de-escalation techniques as our primary response. If a physical intervention is required, staff are trained to use positive handling techniques.

Exclusion is not a decision which is taken lightly. Where possible, alternatives to exclusion will be considered. Any decision to internally exclude a child must be made in conjunction with a member

of SLT. Parents will be requested to attend a meeting with a member of SLT, Class Teacher and the child to agree outcomes and reflect on difficulties and successes. Where a child is excluded, consideration should be given to the appropriate level of monitoring required when the child returns to lessons.

### **Suspensions and permanent exclusions**

In exceptional circumstances when all strategies have been tried at school, the DHT may consider a suspension or a permanent exclusion and will consult with the Head Teacher. Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil being excluded. Examples include:

- Physical and verbal assaults on adults or children
- Possession of a weapon (see School/Police process flow chart)
- Possession of drugs
- Evidence of continued bullying
- Throwing furniture
- Sexual inappropriate behaviour
- Theft, extortion and arson
- Threatening behaviour
- Vandalism
- Consistent disruptive and aggressive behaviour
- Malicious allegations against members of staff

This list is not exhaustive and pupils will only be excluded in extreme cases and when there is a serious breach in the school's relational policy. In exceptional circumstances, the Head Teacher/DHT may feel it is appropriate to involve the police (This may also lead to a children's trust referral).

In these circumstances, the chair of governors will be informed. Only the DHT and the Head Teacher has the power to exclude a child from school. The DHT/HT may exclude a pupil for one or more fixed periods, for up to 45 days in an academic year. The DHT/HT may also consider excluding a pupil permanently.

If the DHT or HT excludes a child, the parents are informed as soon as possible by the DHT, giving reasons for the exclusion. When the parents collect the child the DHT and HT will make it clear to the parents that they can make representation to the Governing Body and how to do so through the letter of exclusion.

The Head teacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head teacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

\*Lunchtime Exclusion: when appropriate after all options have been exhausted a pupil whose behaviour at lunchtime has been disruptive, may be excluded from the school premises for the duration of the lunchtime period for a fixed period of time.

#### Special Educational Needs and disability discrimination (DDA)

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Educational Psychologist and Social, Emotional and Mental Health Advisory Teacher.

As stipulated in Part 4 of the DDA (disability discrimination act 1995) Lyng Primary will not treat disabled pupils less favourably without justification and we will make reasonable adjustments to ensure that they are not disadvantaged compared to their peers (Please refer to SEMH/SEND policy).

For those with special educational needs and disabilities, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets (see PSP) and building in steps to success are key. External Support In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us. Agencies involved could include:

School nurse – provides access to support the health of every child by triaging each case that is referred and referring to Child and Young People's Mental Health Service (CAMHS) – An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.

Specialist Teaching Service (STS) dedicated to providing in school advice and guidance in managing the needs of a specific child.

Referrals e.g. Paediatrician, Educational Psychologist.

Early Help – 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.

This list is not exhaustive and 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.

#### Pupil transition

##### Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process (Class teacher/member of the pastoral team) to familiarise them with the behaviour policy and the wider school culture.

##### Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Parents must informed by the class teacher when a pupil has experienced a mild stress or dysregulation through a face-to-face conversation. However, where this is not possible, through a phone call and if that is not possible a dojo message to organise a face-to-face conversation.

### **Malicious allegations against members of staff.**

Any allegations against members of staff will be dealt with in accordance with Child Protection and Safeguarding policy and managing Low level concerns policy.

*In the absence of the DHT, the HT will assume the role and responsibilities of the DHT in this policy.*

### **The role of the DSL/DDSL when dealing with behaviour**

The DSL/DDSL will be notified in regards to any concerns with a child's behaviour. If the behaviour displayed by a child is a concern or is identified as being a significant change in behaviour, the DSL/DDSL will communicate with parents/carers to offer support from external agencies if this is required. An Early Help Assessment or an Action For Children Referral can be arranged with the family to make sure all the relevant support is in place, preventing exclusions or further exclusions. Lyng primary adopted the saying that Children's behaviour is communication, staff monitoring Contextual safeguarding concerns in making sure children are safe and not at risk of harm. If a child is excluded for any amount of time, the DSL will conduct home visits to safe guard the child and to maintain links to the school.

### **Equal Opportunities: Equality Act 2010**

We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

Staff will intervene immediately if there are any behaviours that are deemed to be Homophobic, Racist or any other type of prejudiced behaviours towards other children, staff and adults. Lyng Primary school have a no outsiders approach making sure our curriculum and environment is open to everyone.

### **Child on Child Abuse**

Children can abuse other children. This can take many forms including:

- Sexual violence,
- Sexual arrestment
- Sexting
- Bullying
- Cyber bullying
- Physical abuse

Staff at Lyng Primary school take any incident reported to them by children or other staff members seriously and will fully investigate. Senior Leaders will act swiftly making sure that Victims of child on child abuse are heard and action taken which is line with Lyng Primary School Behaviour policy, Safeguarding and Child protection Policy. If necessary and based on investigation and incident, the school exclusion procedures will be followed.

Appendix 1

# Lyng Primary School Rules



- I will try my best (Be Ambitious)
- I will treat others equally and not discriminate  
(No outsiders)
- I will follow instructions carefully
- I will use kind words and actions (Be Open)

**Appendix 2: Guide to responses to varying states of regulation:**

State of regulation	Potential displayed behaviours	Responsive co-regulation
Calm (Safe/socially engaged)	<ul style="list-style-type: none"> <li>• Steady heart/breathing rate.</li> <li>• Calm state of arousal</li> </ul>	<ul style="list-style-type: none"> <li>• Maximise expressive social engagement.</li> </ul>

	<ul style="list-style-type: none"> <li>• Open to social engagement.</li> <li>• Expressive facial expression and voice prosody.</li> <li>• Able to listen, process language and engage in thinking to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully engage and connect using the face, voice, movement.</li> <li>• Encourage listening and expressive responses.</li> <li>• Engage thinking skills to reflect and make connections.</li> <li>• Introduce gentle challenge through play/activity</li> </ul>
Mild stress (Alert, agitated, withdrawn)	<ul style="list-style-type: none"> <li>• Slightly raised heart/breathing rate.</li> <li>• Signs of agitation, frustration, anxiety.</li> <li>• Raised hypervigilance.</li> <li>• Lack of focus, easily distracted.</li> <li>• Increased mobilisation.</li> <li>• Early signs of needing to take control or helplessness.</li> </ul>	<ul style="list-style-type: none"> <li>• Connect through eye contact, movement and facial expression.</li> <li>• Express calmness through storytelling prosody and open facial expression.</li> <li>• Attune to mood, intensity and energy of the child.</li> <li>• Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness.</li> <li>• Respond empathically and validate feelings.</li> <li>• Use calming, soothing and regulatory activities</li> </ul>
Dysregulated (Mobilised)	<ul style="list-style-type: none"> <li>• High levels of arousal/distress.</li> <li>• Hyper vigilant.</li> <li>• Difficulty listening and focusing.</li> <li>• Mobilised – fidgeting, jumping, running, climbing etc.</li> <li>• Raised voice with lack of prosody.</li> <li>• Decreased expressivity.</li> <li>• Threatening behaviour.</li> <li>• Oppositional behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce social demands whilst remaining present.</li> <li>• Provide individual attention.</li> <li>• Convey adult containment. Let them know we are able to ‘hold’ their dysregulation by remaining regulated.</li> <li>• Convey our calm and regulated state by being confident and contained.</li> <li>• Use quiet, calm sounds and tones which are expressive and confident.</li> <li>• Reduce language, give short clear directions. Avoid questions and choices.</li> <li>• Use predictable routine</li> </ul>
Dysregulated (Immobolised)	<ul style="list-style-type: none"> <li>• Lowered heart/breathing rate.</li> <li>• Reduced energy.</li> <li>• Shuts off from surroundings/dissociates.</li> <li>• Depressed state.</li> <li>• Immobile/frozen.</li> </ul>	<ul style="list-style-type: none"> <li>• Gentle, soft and delicate manner of coming close, making them aware of your presence and support.</li> <li>• Use comforting and predictable voice.</li> </ul>

	<ul style="list-style-type: none"> <li>• May feel faint</li> </ul>	<ul style="list-style-type: none"> <li>• Use invited touch to soothe.</li> <li>• Singing, humming, music.</li> <li>• Use sensory soothing.</li> <li>• Calm and gentle reassurance.</li> </ul>
Crisis	The child's behaviour means that they or other people are not safe.	An individualised support plan of action, which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training. Adults need to provide high levels of containment through their way of being – having a plan can help.

### Appendix 3 - Natural rewards and consequences

## Punishment vs. Trauma-Informed Consequences

The examples below are representative of how to view an incident from both a punishment and a consequence/trauma-informed perspective, and are designed to assist staff and program managers recognize how staff interpretation of youth behavior strongly influences responses.

### Punishment

- Punishment is used to enforce obedience to a specific authority and it uses words that escalate conflict.
- Punishment is usually used to assert power and control and often leaves a young person feeling helpless, powerless, and ashamed.
- Punishment is for the benefit of the punisher and not for the individual whose behavior needs to be corrected.

### Trauma-Informed Consequences (TICs)

- TICs are intentionally designed to teach, change or shape behavior, and offer options within firm limits.
- TICs are logical consequences that are clearly connected to the behavior, given with empathy and in a respectful tone.
- TICs are reasonable, and use words that encourage thinking, and preserve connections between people.

## Appendix 4 – Sensory ladder

# Sensory Ladder

What I Do	How I'm Feeling	How To Help Me
<p><b><i>Fight, flight or freeze</i></b></p> <ul style="list-style-type: none"> <li>• Pushing</li> <li>• Shut-down and refuse to talk</li> <li>• Really cry</li> <li>• Clenched fists</li> <li>• Grunt</li> </ul>	 <p><b>Shutdown</b></p>	<ul style="list-style-type: none"> <li>• Calming 'time in'</li> <li>• Miss Sheldon taking Rafe to help with a job, such as photocopying or going to the library</li> </ul>
<p><b><i>Worried/anxious/agitated.</i></b></p> <ul style="list-style-type: none"> <li>• Repetitive behaviours</li> <li>• Becoming fixated on doing something</li> <li>• Becoming more physical</li> <li>• Shouting out</li> <li>• Back turned and hugging chair leg</li> </ul>	 <p><b>Over – Stimulated</b></p>	<ul style="list-style-type: none"> <li>• Seeking trusted adult</li> <li>• Sensory timeout in the sensory room</li> <li>• Ask for fidget</li> </ul>
<p><b><i>'JUST RIGHT'</i></b></p> <ul style="list-style-type: none"> <li>• Showing concentration and putting hand up</li> <li>• Smiling/laughing</li> <li>• Co-operating and interacting with staff</li> <li>• Good peer conversation</li> <li>• Vocal stims</li> <li>• Gentle fidgeting</li> </ul>	 <p><b>Calm &amp; Alert</b></p>	<ul style="list-style-type: none"> <li>• Positive praise</li> <li>• Stickers</li> <li>• Bluetac and fidgets</li> </ul>
<p><b><i>'SWITCH OFF'</i></b></p> <ul style="list-style-type: none"> <li>• Work refusal</li> <li>• Limited talking</li> <li>• Gentle cry</li> <li>• Withdrawn from adult interaction – no response</li> <li>• Sulking</li> </ul>	 <p><b>Under – Stimulated</b></p>	<ul style="list-style-type: none"> <li>• Hug</li> <li>• Ask for fidget</li> </ul>