

## Relationships Policy

2023 - 2024

*“Springfield is a caring, supportive and innovative school where everyone is recognised and appreciated as an individual. The golden thread running through our vision is the mental health and wellbeing of our school community. By creating a safe, supportive and relational environment for all, we enable our children to be ambitious and to reach their full potential, so that they can take their place in their community and in the wider world.”*

This policy is designed so that teachers can make their own judgement, based on their cohort, to implement strategies where they feel it is appropriate. There are key elements to this policy that are non-negotiable to provide social, emotional, and mental health development for our children. This policy is in line with up-to-date research which supports a trauma and attachment aware, sensory informed, restorative and relational approach.

### Why is this approach most suitable for our school community?

At Springfield, we have a number of children who have experienced ACEs (adverse childhood experiences) that, in some cases, have led to the child experiencing trauma and/or have a background of attachment needs. In line with research and studies, we use The Relational Approach to support the development of our school community.

The Relational Approach explicitly supports this thinking and will maintain relationships in our community as well as nurturing children’s social, emotional and mental health needs: *‘The Relational Approach is a universal approach to teaching and learning which influences whole school ethos, systems, and policy as well as everyday practice. It is also a targeted approach to support those children who are most in need.’* (Guidance For Developing Relational Practice and Policy. Babcock & Devon County Council.)



At Springfield we are committed to supporting relationships between:

- Parent/carer and child
- Child and child
- Child and LSAs, welfare support, teachers
- Families and LSAs, welfare support, teachers
- LSAs, welfare support, teachers, and senior leaders/governors
- School staff and external agencies

By ensuring relationships are established, nurtured, and embedded, the trust within our school community will allow for all stakeholders to be honest, vulnerable, and open with a safe and secure environment invested in positive wellbeing for all. For all children, it is important that they have sense of security with the adults around them to engage socially, emotionally and to learn. It is crucial that as a school we understand how a child develops and how this impacts on their behaviour.

The limbic brain, which is responsible for social behaviours and emotions alongside the cerebellum - responsible for our survival - are more likely to lead a child as their pre-frontal cortex, responsible for complex, abstract and higher order thinking is not fully developed until a human is in their mid-twenties. Dr Daniel Siegel describes this as the upstairs/downstairs brain. Downstairs is where all our basic functions are - breathing, strong emotions, reaction to danger which is often presented as 'flight, fight, freeze, fawn' and the upstairs brain is complex, thinking, imaginative, creative. It is important that all members of our school community understand this and that behaviours being displayed are linked to the limbic part of the brain and that children use this to communicate. Behaviour is communication of an unmet need. Below is our child-friendly explanation of our brain.

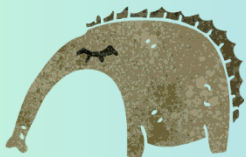
## Brains and Behaviour

Our brains are very complex organs and they control everything we do. There are key parts of our brains that impact on our behaviour. The animals below represent different parts of our brains and what they do!



Dexter

Dexter is our guard dog - Head of Safety. He watches out for danger. He just needs to keep us safe! He represents our Amygdala.



Audrey

Audrey is our bouncer - Head of Security. She makes decisions about what information goes into our brains through our senses. She represents our Reticular Formation.



Gary

Gary is our Head of Emotions. When he takes over, we are all in our feels! He represents our overall Limbic System.



Elena

Elena is Head of Memories and Learning. She helps us learn new skills and remember them. She represents our Hippocampus.



Oswald

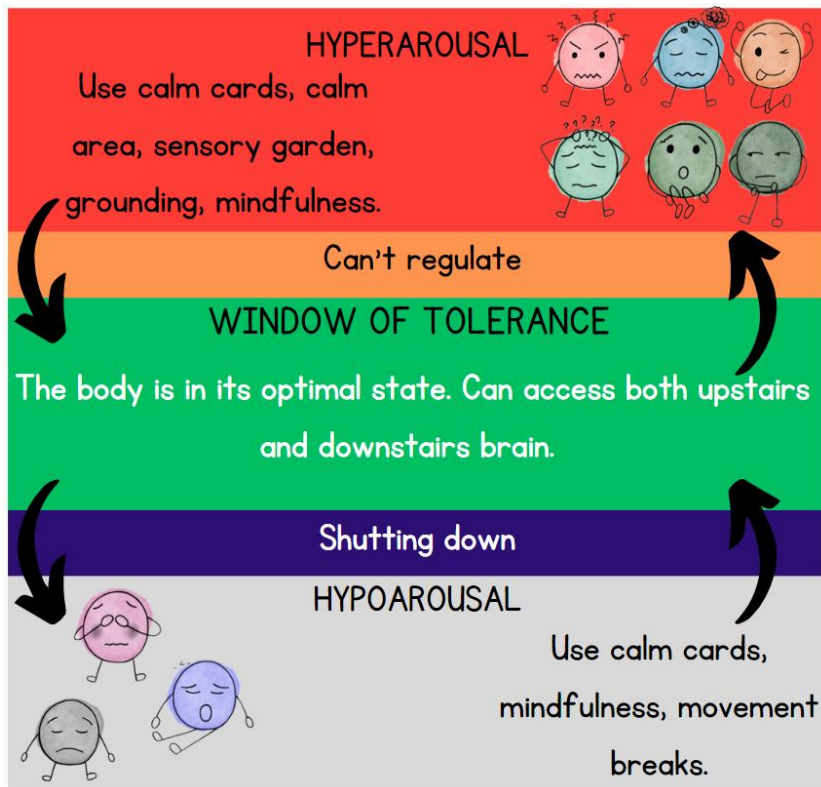
Oswald is our Head of Wisdom. He helps us make plans and solve problems. He represents our Pre-frontal Cortex.

↓  
Dexter, Audrey and Gary live downstairs in our brain. If they are dysregulated, the upstairs brain cannot be accessed.

↑  
Elena and Oswald live upstairs in our brain. If Dexter is barking or Audrey lets too much information in, Elena sleeps and Oswald flies away.

## Window of Tolerance

This refers to the state of the brain and body. Children with a history of trauma often have a narrower window of tolerance. If a child is out of their window of tolerance, we see dysregulation. This will either be high energy (hyperarousal) with feelings such as anger, jealousy, anxiety, silly or low energy (hypoarousal) with feelings such as tiredness, sadness, embarrassment. To help the child regulate these emotions, it is important to engage in breath work, grounding, mindfulness. In addition, for those in hypoarousal, they need movement breaks to re-engage in connection.



## Sensory Processing

Children may show behaviours linked to sensory processing. Using the model below, we can identify children who are under or over responsive to sensory input. This allows teachers to plan effectively using adaptive teaching methods, to support all learners in class.

Children who are under responsive are not receiving enough sensory input. The reticular formation is not allowing enough information into the brain to engage the learner.

Children who are over responsive are receiving too much sensory input. The reticular formation is allowing everything into the brain therefore preventing the learner from focusing.



*Fan-model by Thoonsen and van der Gaag (2021)*

## What are our expectations and responsibilities?

### Whole School Expectations

1. **Insist on Respect and Show Respect.**
2. **Choose to Make the Right Choices.**
3. **Empower Yourself and be a Challenger.**

### Class expectations

Teachers will start the year creating class expectations and an agreement together with the children. Teachers will link this with the relational approach, thinking about how expectations can be linked to a nurturing and supportive environment whilst also considering how this supports children who are neurodivergent, attachment seeking and/or experiencing trauma. These expectations should be revisited and taught using the Recognition Board or Positive Pathway approach.

### Children's responsibilities

- To move around school safely.
- To follow instructions from an adult to keep us and others safe.
- To treat our equipment, environment, children and adults with respect and care.
- To engage with others politely and respectfully using our manners.
- To engage with co-regulation strategies and reflect upon actions we have taken.
- To be a good role model to others and support our peers.
- To do our very best so that we allow ourselves and others throughout the school day to feel safe and happy.
- To always demonstrate positive behaviour for learning.
- To contribute positively towards everyone's mental health and physical wellbeing.

### Staff Responsibilities

- To operate within statutory guidance
- To be an excellent role model. This includes sharing our emotions and strategies we could use to regulate.
- To form positive relationships with every child.
- To treat all children fairly and with respect.
- To raise children's self-esteem so that they can develop their full potential.
- To fully adopt The Relational Approach and the strategies outlined in this policy.
- All children are to be heard and to be allowed to share their thoughts, feelings and viewpoints of situations that may arise.
- To form good relationships with parents/carers to ensure that everyone works together in the child's best interests.
- To provide a challenging, interesting, and relevant curriculum.
- To create a safe and pleasant environment which embraces Emotional Literacy.
- To recognise that each of us is an individual and that we focus on equity in our school so that all are treated fairly.

### Families' responsibilities

- To be an excellent role model in and around school.
- To foster good relationships with the school community.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To make children aware of appropriate behaviour in all situations.
- To demonstrate an interest in all that their child does in school.
- To encourage and support children to regulate, engage and focus whilst at school.

## What will The Relational Approach look like in our classrooms?

*The following elements form non-negotiables and will be part of all class cultures, unless a specified age group is identified.*

### Visual timetables

All classrooms will have a visual timetable visible to children that is up to date daily. Teachers will go through this in the morning. By letting children know what is coming up over the day, the anxiety of those who are neurodivergent or have a background of trauma/attachment needs is reduced. The visual timetable will use widget symbols or illustrations. Some neurodivergent children will require a personalised timetable that tells them 'Now, next and then.' This will be clear in the recommendations from Specialist Teachers or Educational Psychologists. Some teachers may use personalised routine and timetables in different formats for children with SEND.

### Sensory Toolkits

Following a sensory profile to identify any children with a characteristic of under or over responsive will allow teachers to provide resources to aid concentration and focus. All classes will have sensory toolkits available, and teachers are able to share these with children that they identify as needing the tool. Children will be clear on how these are a learning tool through Emotional Literacy lessons. Children will also learn about these through the teaching of the protected characteristic 'disability' linked to neurodiversity.

### Calm Area/Corner

#### Taken and adapted from Rebecca Brooks and Jen Foster

Each classroom will have a space that will support children in both self and co-regulation. This space will be positioned where children can have privacy and access to a range of resources that promote regulation. Through the teaching of Emotional Literacy, children will be clear on when they need to access this area. A teacher can direct a child to the space, this could be quiet word or a calm pass - it will never be publicly announced that a child accesses the area. It is not a negative space nor is it a consequence for a behaviour.

Once in the space, the adult supports the child in identifying their feelings, the teacher will use 'I wonder' sentences whilst the child is dysregulated as they will not be able to do so themselves until regulated. E.g., 'I wonder if you are feeling frustrated because... It is ok, we all feel frustrated at times, let's use... to regulate together.' Children who are outside of their window of tolerance are unable to reason, which is why co-regulation is crucial in supporting children regaining focus. *'If a child is in a state hyper or hypo-arousal, moving into a fight, flight, freeze response, then their brain and their bodies jump to basic survival mode, reacting instinctively, driven by adrenaline. In that state, reasoning with them is futile.'* (Brooks, pg60)

Activities supporting regulation could include breathing/calming exercises, distraction activities such as Lego, threading, sensory feedback activities like sand/rice trays. These activities could also be drawing or colouring or filling out a worry card. The teacher will then set a timer, no more than 15 minutes and allow the child to self-regulate. Following this, the teacher would return, discuss how the child is feeling now and if they are ready to re-join class.

There will be a 'transitional table' or a 'privacy shield' available, where the child can return with an element of privacy until they were ready to join their peers. If the child has accessed the area because they have hurt someone, caused a distraction etc, they will then complete a restorative action before leaving the calm space. Any work that has been missed will need to be caught up. This is at the discretion of the teacher lead in class.

If a safeguarding concern or the child has needed to access the space frequently in a day, this needs to be logged on CPOMs.



## Positive Pathways

(Years R- 4, optional for UKS2)

*Taken from Jen Foster - Revolutionise Behaviour*

Some classes may use the Positive Pathway approach to explicitly teach behaviour and what is expected. This is a child-led approach to behaviour, particularly reflecting on what has been an obstacle and how they have overcome this. This can be a whole class approach; a destination is created 'we can take turns' and the children create a map which is success criteria of how they can reach this destination. Throughout the week, the teacher will build in time to reflect on what has been tricky and how they have overcome this as a class.

Teachers can combine this with a recognition board, putting children's photographs on the destination area of the pathway if they feel this appropriate. For some cohorts, this may create competition which is the opposite intention of this approach. (*appendix 2*)

## Recognition boards

(UKS2 - unless Positive Pathways are being used)

*Taken and adapted from Paul Dix, pg. 27*

A recognition board is designed to encourage a team approach to a target that is accessible to the class but also would make a positive impact on the classroom culture. The class will decide on a target they feel would make a positive change such as 'We listen to one another.' The teacher will then create a success criteria with the children so that they have clear actions to meet the target. All adults in the room will be actively seeking children showing that they are meeting the target, they will then put the child's face on the magnetic whiteboard. If a child shows they are meeting the target again, they get a tick next to their picture. When all children are on the board, they celebrate with a collective pat on the back and a new target is created.

The teachers in the room will know which children require a private recognition and those that will thrive off a more public recognition of them getting on to the board. Where possible, the children will move their own photograph on to the board.

## Meet and Greet

Each child needs to feel seen throughout the day, particularly at the start as they enter school. All staff members working with the child have a responsibility to greet the child positively in the morning and make this part of their protected routine.

## Emotion check-ins

This is an opportunity for children to identify their feelings and show this using a check in (*appendix 3*). This could be a desk check in or a class check in. This allows adults to quickly recognise a child who is not in the 'focused zone' and to engage with that child to support them in working through the emotion they are feeling. (*appendix 3*)

## Movement/Sensory/Mindfulness breaks

Regular movement breaks promote effective learning and aid children with an under-responsive sensory input. Using our knowledge of the window of tolerance, we know that some children, particularly those who have experienced trauma, have a narrower window, and therefore can easily fall into hypo or hyper-arousal. Teachers can use 5-minute movement breaks to allow children to burn off energy or to increase energy. It may also give them the brain break they require or be a 'marker' as to a transition to a different lesson. It is important that children have structure during this break, with direction from the teacher. From our understanding of sensory input and the Window of Tolerance, mindfulness and sensory breaks will be effective in supporting children in reclaiming their focus. Teachers may use breath work, yoga, colouring, listening to a story/song or journaling.

*The following strategies are optional and may be used where teachers feel it is appropriate.*

#### Non-Verbal signs

Non-verbal signs allow children to communicate with adults without speaking. This can support children who are struggling with being asked a question on the spot, allow them to ask for water, to go to the bathroom, to hear something again. This also supports a no hands up learning environment, if appropriate for the class as it allows children to feel safe with a way of asking for help without having to verbalise this. (Appendix 4)

#### Attachment objects

For children with attachment and trauma backgrounds, they can appear as needy. To support these children, adults may leave an object with the child to look after until they come back. This offers comfort to the child whilst the teacher works with others in class. It is a reminder that the adult is returning. *‘Giving an attachment-seeking child the attention they crave is not the same as giving in to their behaviour...ignoring (the child) or keeping them at a distance will only exacerbate their behaviour as it is rooted in fear of being forgotten or ignored.’* (Brooks, pg. 70)

#### Journaling

Teachers may introduce a journaling session or sessions into the daily timetable. This allows children to express any thoughts/troubles on their mind in the morning as they arrive at school, after playtime to refocus and calm children and prior to going home to reflect on the day. The atmosphere should be set with mindful music and lighting. Adults will model this as well, as it supports positive wellbeing in both children and adults.

#### Characteristics Display (KS2)

Teachers can use the VIA characteristic survey to identify children’s top five strengths. Teachers may display the character strengths to refer to during meaningful feedback.

## Feedback to children

### Extrinsic rewards

As a school, we do not advocate extrinsic rewards for individuals. This is based on extensive research that this does not support children. Our school has a large proportion of children with multiple ACEs and attachment/trauma backgrounds and so we have a duty to develop a policy that reflects our school community. We will not be using a reward/sanction approach in our school, we will not have prize boxes, points, stickers as a 'if you do this, then you get this' approach as it does not develop internal motivation in people. *'Tangible rewards tend to have a substantially negative effect on intrinsic motivation... when institutions - families, schools, businesses, and athletic teams, for example - focus on the short-term and opt for controlling people's behaviour they do considerable long-term damage.'* (Deci, via Pink, pg39). Extrinsic rewards also limit expectations and cannot be sustained. Children who are motivated by a sticker or a prize will stop meeting the expectation once they have received the reward. *'When the rewards stop, people usually return to the way they acted before the program began... A child promised a treat for learning or acting responsibly has been given every reason to stop doing so when there is no longer a reward to be gained.'* (Kohn, 1994, online article)

### Intrinsic rewards

As a school, we recognise individuals using a range of strategies. By recognising rather than offering rewards, we are supporting children's self-belief, confidence, motivation and building relationships between children and adults as well as children recognising positives in their peers. Some of the strategies that we use at Springfield are detailed below.

#### Proud Post/Positive Bookmarks/You've Been Spotted

*Taken from Jen Foster - Revolutionise Behaviour*

To recognise positives for individuals, teachers can fill out proud posts which are small cards linked to the Ball of Emotion 'Proud.' Any adult in school can write these for children. They are not presented to children but left on their table for them to read after a break time or the following morning. This supports children who need private praise linked to trauma/attachment needs. Positive bookmarks are to be put into exercise books for when a child has produced a great piece of work or has shown exceptional progress etc. These bookmarks stay in their books so they can look back over time. The You've Been Spotted cards are for children to complete for their peers. Children can give these linked to qualities discussed, e.g., kindness, politeness etc. (Appendix 5)

#### Certificate of Recognition

Each week a child will receive the Certificate of Recognition (appendix 5). This is linked to the Balls of Emotions - focus, curious, proud, happy, strong, and calm. Teachers will choose a child and share the reason in assembly on a Friday. Some children will struggle to regulate when publicly praised and so the certificate may be given privately. Once relationships and Emotional Literacy are fully established, teachers may choose to randomly select a child and ask the children in class to identify reasons why this child could receive the certificate that week. This is dependent on the cohort and is at the teacher's discretion.

#### Half Term Heroes

At the end of each half term, an assembly takes place with several awards that recognise outstanding achievements. Again, teachers will be mindful of individuals and whether public recognition is appropriate. (Appendix 5)

#### Stickers - specifically linked to emotions and recognition.

Specific stickers linked to curious, strong, focus and proud can be given with the wording linked to the Balls of Emotion (appendix 6). This allows children to share with others a positive moment in their day.



Teachers will explain explicitly why the child has been recognised with the sticker. It is not to be used as an extrinsic reward. (Appendix 5)

### Messages home

Teachers can send post cards home to parents/carers, give them a call or an email to share positives. This is important to build relationships with families and for them to hear how their child is getting on in school.

### Praise < Gratitude

There is evidence to suggest that when an adult praises a child with a 'well done' or 'good job' or 'you should be so proud' it can trigger children with trauma experience. If a child has experienced toxic stress their negative self-beliefs are embedded, by using praise, we are contradicting their sense of self and therefore the trust between you can be damaged - the child thinks you are lying to them. Instead, use gratitude. The model would be - observe, feeling, need - from your point of view.

#### **Example 1**

When I saw you walk down the corridor without talking (observation), I feel thankful (feeling) for your cooperation (need). Thank you!

#### **Example 2**

When I saw you working collaboratively (observation), I felt happy (feeling) to see your confidence and progress (need) in group work.

#### **Example 3**

When I saw you hold the door for the adults (observation), I felt proud (feeling) of the respect you showed (need). Thank you for doing that.

### Strengths based feedback (KS2)

Another way to give meaningful feedback is to base it on strengths the child has from the VIA Character Strengths Survey. It generates their top five strengths and this is something that you can focus on when providing feedback to a child. This way, the child is receiving personalised feedback linked to part of their identity.

### WIN Feedback

This approach allows you to give purposeful and specific feedback based around how the child feels as opposed to what the adult thinks.

W - Witness: Describe what you noticed and be specific on the positive element (a bit like observe from the gratitude approach).

I - Invite: Bring attention to their inner world, feelings and processes. Ask questions or 'wonder'.

N - Name: Label the skill or strength to build language and bring into focus the 'strengths-based approach.'

## Supporting children who are dysregulated.

We have a variety of strategies designed to support a child who is experiencing challenging emotions and showing dysregulated behaviours. We support privately and aim to get to the root cause of the dysregulation. *‘Children who behave badly in class need a private word, reminder, warning or perhaps an immediate proportionate consequence. They don’t need their name on a board... it reconfirms their poor self-image, re-stamps a label of low expectation.’ (Dix, pg22)*

***We have a whole school pledge to cease all use of harsh voices, shouting, shaming, put downs, criticism, and that interactions with all members of our school community are not socially defensive to continue our commitment to developing a positive wellbeing for all.***

### CALM Approach

Founded by Ginny Lalieu

To support children, all staff will use key language and scripts that are centred around regulation and are non-triggering or confrontational. Teachers may use is the CALM approach.

**Connect & acknowledge** - acknowledge their struggle and emotions, name the need, soothing tone and presence.

**Limit** - state your boundary simply, follow through with action (if needed)

**Motivate/move energy** - after a choice, something to look forward to, or a more appropriate way to meet the need/express the feeling.

In practice:

Scenario - a child hurts another

**Connect and Acknowledge:** You really wanted to win that game of football and your team didn’t. I **wonder** if you are feeling angry. It is ok to be angry, you wanted to win.

**Limit:** It is never ok to kick. We do not hurt others.

**Motivate/Move energy:** Next time you can say ‘well done’ to the other team and shake hands. I know you are still frustrated; I **wonder** if we could co-regulate in the calm area.

Following this, children would complete a Reflect and Reset sheet.

Scenario - a child is tapping their pen during whiteboard work

**Connect and Acknowledge:** Are you ok? You seem a bit unsettled, is this too easy/hard for you?

**Limit:** It is really important we don’t tap our pen because it could distract others learning.

**Motivate/Move energy:** I am going to give you a special challenge now.

As this is not a serious incident, the child would not complete a Reflect and Reset sheet.

Scenario - a child is rocking on their chair

**Connect and Acknowledge:** Are you ok? You don’t seem yourself; I wonder if you are finding it tricky to concentrate today. Let’s work together to get back on track.

**Limit:** It is really important we don’t swing on our chairs because you could hurt yourself.

**Motivate/Move energy:** I am going to give a sensory tool to help with your concentration.

As this is not a serious incident, the child would not complete a Reflect and Reset sheet.

Scenario - a child takes another's property (connection seeking)

**Connect and Acknowledge:** You really wanted to get my attention, I wonder if you are feeling worried or scared.

**Limit:** It is really important we don't take other people's things as it can upset them.

**Motivate/Move energy:** I wonder if next time you could show me using your emotion check in or by putting your hand up. Let's see if we can work together on this task.

Following this, children would complete a Reflect and Reset sheet as the relationship between the children involved needs to be repaired.

### Non-violent communication

It is important that we are mindful with our words when addressing behaviours or making requests. A typical response of 'sit down and be quiet, I am trying to teach' is not going to address the behaviour because the unmet need continues to be unmet. Instead, we could may try a non-violent communication approach, 1-1:

Observation - When I see you walking around the classroom when I am teaching.

Feeling - I feel angry.

Need - because I value your input in class.

Request - could I ask you how that sounds to you?

From here, you have started a conversation with unconditional positive regard and you can now be mindful and listen with empathy to what the child is experiencing. Most likely connection seeking or regulating sensory input through movement.

### Action Planning (KS2)

This is useful when there is a reoccurring pattern of behaviour, or a more serious incident has taken place. The action plan must address harm caused by a behaviour to protect relationships within the community. It must have a SMART: Specific, Strengths based, measurable, restorative and timely. Children will be supported in creating and carrying out the action plan by a trusted adult. (*Appendix 6*)

### Reflect and Reset - Jen Foster

It is important that children reflect on their actions once regulated and that there is a natural consequence that they decide using the sheet as a support. The first section is for the child/s to write or draw what happened. This is followed by how the child was feeling and how others were feeling. The children will use the Balls of Emotions graphics for this to ensure consistency with Emotional Literacy across school. The final part is for the child to think about 'what next' which includes consequences linked to repairing relationships - saying sorry, writing a letter, make a plan etc. The teacher will talk through these sheets with the child/s to ensure that they have understood that their reactions to feelings do have consequences. If a serious altercation has taken place, this will be uploaded to CPOMs alongside the log of the incident. (*Appendix 7*)

### Personalised Behaviour Plan (appendix 8)

*Taken and adapted from 'Positive Behaviour Training'*

For children who have consistent struggles with regulation or those who have been identified as neurodivergent linked to dysregulation may have a PBP. This identifies the children's characteristics when regulated, becoming dysregulated or dysregulated and strategies linked to these that are personalised to the child. These are shared with parents/carers in a meeting. These will be signed and uploaded to CPOMs. All teachers working with the child needs to read and adhere to their PBP.

## Team Teach

As a school we acknowledge that at times we may need to de-escalate a situation where conflict resolution and de-escalation techniques have failed. As such staff may need to use restrictive physical intervention to appropriately manage a situation, which will only be used as a last resort. For example, with a child that is demonstrating dangerous levels of self-control; high degree of personal stress; exhibiting challenging harmful behaviour that could put themselves and others in harm's way. Staff recognise that they can only use Team Teach if they have completed an accredited Team Teach training course. Additionally they are aware that techniques that they provide are a gradual, graded system of response, that does not use 'locks' for control. Any team teach will be recorded using the 'Use of Reasonable Force Form', and parents/carers will be informed. A debrief will also take place to ensure all parties involved are protected.

## Safe Space

We recognise that for some children (that are unable to regulate, despite strategies being used) may need to work in a safe space where they have privacy to complete tasks. A safe space is a low stimulation environment, away from other children, that is supervised and used as part of a crisis management plan. This will only be used as a last resort where other strategies have not been successful. The aim is for the child to re-join class as quickly and successfully as possible. If a child accesses a safe space, an adult from the pastoral team will regularly check in with them to determine if/when they are ready to return to class. Parent/carers will always be informed if a child has needed to access safe space and the child will complete a Reflect and Reset sheet which will be uploaded to CPOMs alongside the log of the incident.

## Suspension

There may be times when school suspends a child for a fixed period. This will only be used for a one-off serious incident or when there have been persistent breaches of the school's Relationship Policy. In this instance, this will come as no surprise to parents/carers as they will have been fully informed of their child's difficulties in regulating and accessing learning. Where a suspension is necessary, the HT will:

- Confirm the length of the suspension.
- The reason for the suspension.
- How to challenge the suspension.
- Ensure learning is provided for the child to complete.

On return to school the child and parent/carers will meet with the Headteacher and the Pastoral Manager to discuss collaboratively a way forward to successfully reintegrate the child with consideration of protecting relationships with families, staff, and children.

## Off Site Direction

For any child that is at risk of permanent exclusion, school will consider two preventative measures. The first strategy will be to seek Off-site Direction. This will involve a child attending somewhere off-site (such as another setting) to receive education that is intended to improve their behaviour. This could be a part time or a full-time arrangement for a set period of time. The period of time will be largely dependent upon what best supports the child's needs and potential improvement in behaviour. As such, the child will be dual registered. Regular review meetings will also be conducted, and parents kept updated.

The second strategy that school may use is a Managed Move. A managed move will only be offered as a permanent transfer, and only when the child has been attending the proposed new school under an off-site direction and a review of the direction has established that the child has settled well into the school and should remain there on a permanent basis. As a school this will only be considered if it has been agreed by all parties involved, including parents. Where a child has an EHC plan, the relevant statutory duties on the new school and local authority will apply. As a school if we are contemplating a managed move, we will contact the authority at an early stage. If the local authority, both schools and parents are

in agreement that there should indeed be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

### Permanent Term Exclusion

As a school the HT may be forced to exclude permanently. This decision will only be taken:

- in response to a serious breach or persistent breaches of the school's relationship policy; and
- where allowing the child to remain in school would seriously harm the education or welfare of the children or staff in the school.

Where a child has an EHC plan, school will contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude.

Where a child has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of a permanent exclusion, school will inform their social worker, the Designated Safeguarding Lead (DSL) and the child's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a permanent exclusion, the Designated Teacher (DT) will contact the local authority's Virtual School Head (VSH) as soon as possible. The VSH, working with the DT and others, will consider what additional assessment and support needs to be put in place to help school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, school will also engage with the child's social worker, foster carers, or children's home workers.

For any permanent exclusion, the school will take reasonable steps to ensure that work is set and marked for a child/children during the first five school days where the child will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a child's social worker) will also be considered.

*Alongside this policy, all teachers have access to a supporting document that goes into more detail about strategies and why they are recommended - 'Supporting children's social and emotional development through a whole school Relationships Policy.' All resources are available to all staff members on the shared server and OneDrive platform.*

Written by Mrs Stef Staples

Inclusion Lead

August 2023



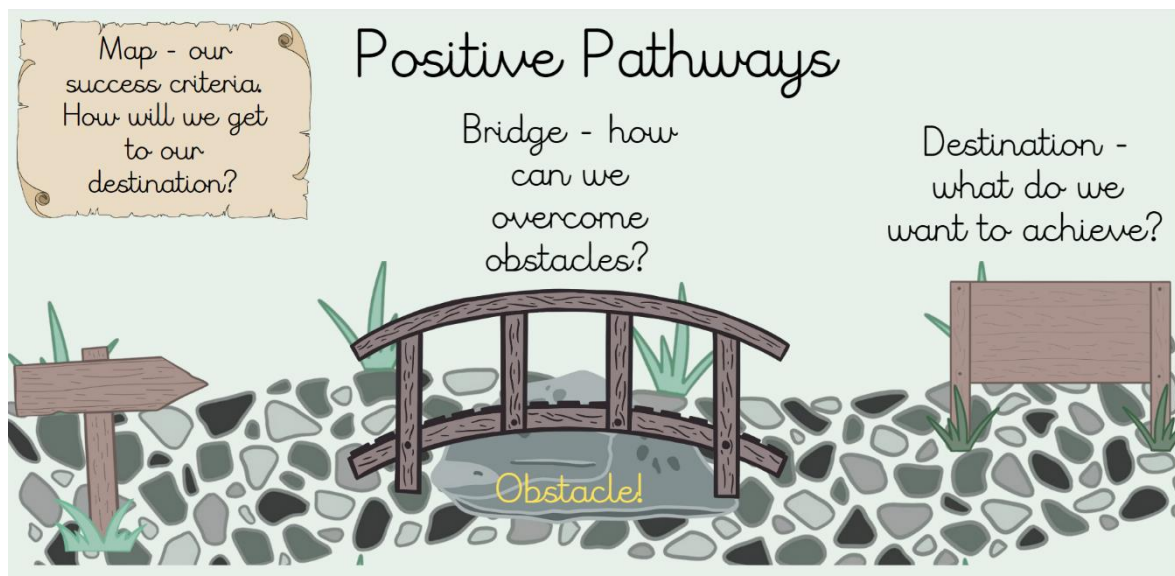
## Appendices

Please note that there is just one example of each resource, they may differ slightly in each class.

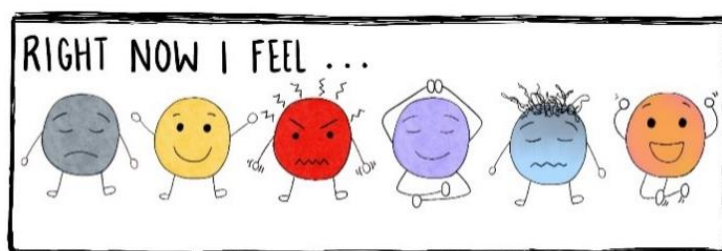
1)



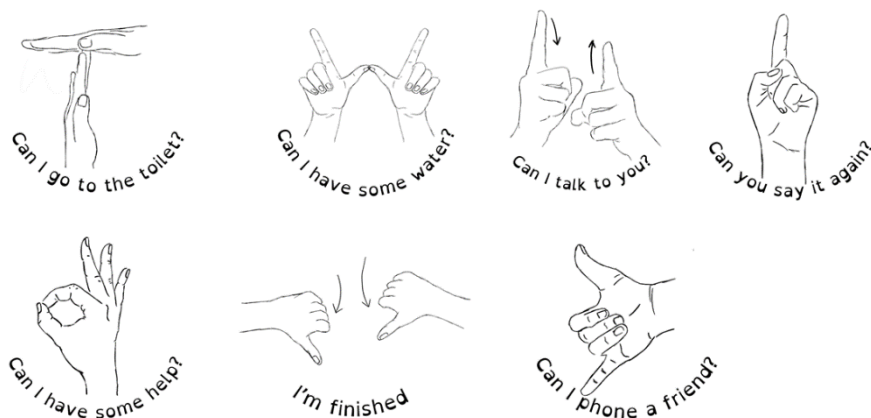
2)



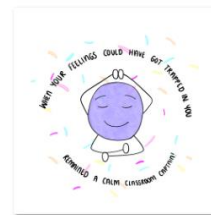
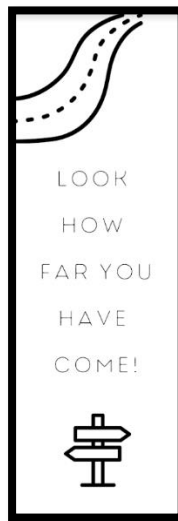
3)



4)



5)





## CERTIFICATE OF RECOGNITION

This certificate is proudly presented to

\_\_\_\_\_

in recognition of

\_\_\_\_\_

Awarded by: \_\_\_\_\_

Date: \_\_\_\_\_














6)

## Action Plan

When harm has been caused by our reactions to feelings, we have to repair the harm so that our family keeps thriving.

 <b>SPECIFIC</b>	 <b>STRENGTHS</b>	 <b>MEASURABLE</b>	 <b>ACHIEVABLE</b>	 <b>RESTORATIVE</b>	 <b>TIMELY</b>
Who, where, what, how. What will the action be?	What strengths do I have and how can I use them?	How will we know it has been completed?	Is it something I can do?	How can I heal the harm? What words can I use?	When will I act by? What is my timeline?

7)

Name: \_\_\_\_\_







### Reflect and Reset

What happened?

I felt...

They felt...

What now?

Talk about it <input type="checkbox"/>	Solve a problem <input type="checkbox"/>	Write a letter <input type="checkbox"/>
		
Say sorry <input type="checkbox"/>	Make a plan <input type="checkbox"/>	Something else <input type="checkbox"/>
		

### Better together.

<div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">What happened?</div> <div style="border: 1px solid black; width: 100px; height: 50px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">How were you feeling?</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">How do you think they felt?</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">What can happen next to make it right?</div> <div style="border: 1px solid black; width: 100px; height: 60px;"></div>	<div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">What happened?</div> <div style="border: 1px solid black; width: 100px; height: 50px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">How were you feeling?</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">How do you think they felt?</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">What can happen next to make it right?</div> <div style="border: 1px solid black; width: 100px; height: 60px;"></div>
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8)

IMAGE OF  
PUPIL

Name \_\_\_\_\_

Personalised Behaviour Plan

General Character	Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours
2.Interventions	Level 1 Strategies	Level 2 Strategies	Level 3 Strategies

DISTRACTION

If child responds to distraction the interests of this child are ...

TRIGGERS

The things that have caused anxiety for this pupil and led to de-escalation or intervention being required are (subject/peers/time of day) ...

REGULATION

What type of activity best helps this young person to calm (Physical Activity, sensory, mindfulness, music) ...

Signed \_\_\_\_\_

Date \_\_\_\_\_