



Paternoster School

Relationships and Behaviour Policy

Designation	Name	Date	Signature
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Monitoring and Evaluation

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Document Version Control

Version	Changes Made	Date
1.0	Initial set up of policy	29/11/2023

Rationale

At Paternoster School, we are committed to creating an environment where everyone feels safe and where relationships between all members of the school community are based on mutual respect and an understanding of individual needs.

We take a positive approach to behaviour management, establishing mutual respect and placing an emphasis on everyone taking responsibility for their behaviour and working restoratively to put things right when they have gone wrong. This focus on building, maintaining, and repairing relationships ensures that everyone feels valued and achieves the best possible outcomes.

Aim

The aim of this policy is:

- To build a safe community where our core values of care, courage, ambition, respect, and enjoyment are put into practice on a daily basis.
- To promote positive relationships and ensure all pupils are treated fairly and shown respect.
- To help pupils take responsibility for their own behaviour and understand the consequences of it.
- To ensure that all members of the school community understand that promoting and maintaining good behaviour and relationships is a matter of collective responsibility.
- To provide simple, practical routines for staff and pupils to follow.

Personal Intervention Plans (PIP)

Future strategies for managing and supporting a pupil's behaviour will be planned for using a Personal Intervention Plan. These are created after discussion and consultation with the all adults involved with the child – the class team, the Interventions team.

A Personal Intervention Plan will provide targeted support and consistency of approach for an individual pupil. Where appropriate, short term positive achievable behaviour targets may be set. Once a plan has been written, parents/carers or the appropriate body will be consulted. When the plan has been finalised and agreed, all staff supporting the pupil and parents/carers or the appropriate body will be asked to sign it. By signing the plan, all staff supporting the pupil and parents/carers or the appropriate body are agreeing to adhere to its contents.

Roles and Responsibilities:

Senior Leaders:

All senior leaders will:

- Be a visible presence around the site, available to offer support and guidance.
- Take time to welcome pupils and staff at the start of the day
- Celebrate staff and pupils whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Sleuth and CPOMS) to target and assess school wide behaviour policy and practice.

Staff

It is expected that all staff will:

- Actively build relationships, connections and a feeling of safety through consistent Meet and Greet routines using warm and open body language, friendly tone of voice and humour.
- Model positive behaviours at all times.
- Use the principles of Restorative Practice and Restorative approaches.
- Plan lessons to engage, challenge and meet the needs of all pupils.
- Provide clear and supportive boundaries for pupils, working with them to define and achieve these.
- Maintain a safe and calm learning environment which recognises that pupils may need to access different levels of stimulation at different times of the day.
- Use visible methods of recognition, e.g. our Values Tree, class recognition boards, stars, certificates.
- Praise the behaviour we want to see and use positive language.
- Take the time to go through the restorative enquiry process to help resolve conflict.
- Be consistent in their approaches and language, e.g. using the 'WINE' statements
- Be a Trusted Emotionally Available Adult (TEAA) for all pupils – providing a calm, consistent and reassuring presence.
- Support pupils and each other to demonstrate our values in daily interactions.
- Provide regular circle time and check-ins to support the growth of pupils' emotional understanding and literacy.
- Use de-escalation techniques to support a change in behaviour, following Team Teach or Restorative principles and approaches. (Co-regulation will lead to Self-regulation)
- Communicate regularly with parents/carers to ensure relationships are built and maintained
- Be compassionate to themselves and others.
- Have a sense of humour.

Pupils:

We expect that pupils will:

- Show respect for other pupils in the way that they talk to and treat each other.
- Show the same respect for adults.
- Respect all property.
- Look after one another by letting an adult know if they are worried about another child.

Unacceptable behaviour is that which:

- makes anyone in the school feel unhappy or threatened.
- prevents teachers from teaching and other pupils from learning.
- damages school property

LAB Members:

We expect that members of the Local Advisory Board will:

- Know that staff are constantly striving to provide a safe, happy and stimulating environment.
- Be fully informed of matters concerning behaviour and significant positive handling incidents.
- Support the Head Teacher and staff in the implementation of this policy.
- Play a full and active role in ensuring our aims are met.

In our Classrooms:

- All class teams will have at least one trained TEAA (Trusted Emotionally Available adult) who can provide support to pupils at times of escalating behaviour or crisis.
- Pupils will have access to our 'Buddy card' system which enables them to hand a card to a member of staff who will ensure they are able to talk to a TEAA when they need to.
- Staff will meet and greet pupils every morning to ensure they feel welcome, valued and safe in their learning environment.
- Pupils will be given the opportunity to check in and talk about how they are feeling – this can be done through a range of activities appropriate to the needs and developmental levels of the group.
- Classrooms will be 'zoned' to ensure there are learning spaces, quiet/calm spaces, access to sensory resources, active zones (these may be individual class outside areas).
- Pupils will participate in writing their Class Charter and will have a clear understanding of the expectations of the school community.
- Pupils will be encouraged to make positive choices and will be rewarded accordingly.

Positive Touch:

The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing. To provide the best support to students this sometimes means physical touch is necessary, especially taking into account the varying needs of our pupils who need physical touch as part of their physiotherapy or positive and preventative behaviour strategies.

Some pupils who require emotional support from school may have been subject to trauma or distress or may not have had a positive start in life. It is with this in mind that staff seek to respond to children's developmental needs by using appropriate safe touch.

Our policy and practice is guided by the SAND Positive Touch Policy and the extensive neurobiological research and studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, mental health and the development of social skills.

Different types of touch:

1. Casual / Informal / Incidental Touch: Staff use touch with pupils as part of a normal relationship, for example, comforting a student, giving reassurance and congratulating. This might include putting an arm out to bar an exit from a room, taking a student by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

2. General Reparative Touch- This is used by staff working with pupils who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry, or sad pupil. Touch used to regulate a pupil's emotions, triggers the release of the calming chemical oxytocin in the body. Reparative touch may include sitting on an adult's lap (if written and agreed in the Occupational Therapy Plan or Behaviour Support Plan) - with face to face always being avoided and always within sight of other staff. This will be age and stage appropriate. Other examples of this type of touch include patting a back, squeezing an arm, or hand or foot massage.

3. Contact Play- This is sometimes used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the pupil has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact

play may include an adult chasing and catching the pupil or an adult and pupil playing a game of building towers with their hands.

4. Interactive Play (Rough and Tumble Play)- This structured play follows clear rules and is operated under close supervision by staff. It will only ever take place when all participants agree and completely understand the rules.

Positive Praise and rewards:

Staff at Paternoster recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be very effective in developing positive relationships.

Positive rewards include:

- Messages home either through a phone call, face-to-face chat, or a note in the home-school diary.
- Stars and/or certificates awarded to pupils for exceptional behaviour and achievement (as outlined in individual class charters).
- Class Recognition Boards.
- Values Leaves for pupils who demonstrate the value of the term. These leaves are displayed in class and then transferred to the school Values tree at the end of each week.
- Headteacher's Hot Chocolate.
- A smile, thumbs up, quiet encouraging word.

When behaviour is not as expected:

Step 1: Pupils will be given quiet verbal or visual reminders of expectations. Staff will demonstrate calm curiosity at this stage, using the 'Wine' statements.

Step 2: Pupils will be offered the opportunity to take themselves to a different zone within their classroom to calm down.

Step 3: Pupils may be taken out of the current environment by a TEAA to talk about how they are feeling and the impact of their behaviour on others. If the pupil is ready and it is safe to do so, they will be encouraged to return to their group.

Step 4: If a pupil remains dysregulated, they may need to spend a longer time away from their group supported by a familiar adult who will follow strategies appropriate to the individual or as outlined in their Personal Intervention Plan (PIP). 'Change of face' will be used if necessary and members of SLT and the Behaviour and Nurture LP can be contacted to support at all times.

Step 5: If pupil behaviour has had an impact on others, a Restorative conversation will take place when all involved feel emotionally ready.

Positive Handling

We pride ourselves on providing a safe learning environment for all our pupils and staff. However, the nature of some of our pupils means that there will be times when challenging behaviours occur.

Staff at Paternoster are trained in using Team Teach positive handling techniques. The fundamental principle of Team Teach is de-escalation. **Team Teach states that positive handling should only be used as a last resort and when all de-escalation techniques have proved ineffective.**

All staff have also read the SAND Restrictive Physical Intervention (RPI) Policy and this informs and supports our practice.

In all cases where positive handling is necessary, minimum reasonable force should be used to exercise 'duty of care' to the pupils and should only be used as a last resort. Team Teach approved holds will only be applied by trained staff. Appropriate holds are named on individual Pupil Intervention Plans (PIPs). Team teach techniques seek to avoid injury to pupils but it is possible that bruising or scratching may occur accidentally. These are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that pupils remain safe.

All incidents of RPI must be recorded on Sleuth within 24 hours and parents/carers informed on the same day that the incident has occurred. Only staff that have completed Team Teach training will be authorised to carry out Team Teach holds.

Being involved in a RPI incident can be a very challenging experience for a member of staff on both a physical and emotional level. The school has a responsibility for the safety and welfare of pupils and staff and therefore aims to provide the opportunity to discuss and reflect on incidents that have occurred. Post-incident support and management will take place after all restrictive interventions. This will be offered to both staff and pupil in a calm and supportive environment as soon as possible.

Suspensions and permanent exclusions:

At Paternoster School we believe that exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum potential in school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in school, the Headteacher may take the decision to exclude for a fixed period. Following fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Permanent exclusion should only occur as a last resort, and when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school.

Details of protocols and processes can be found in the Suspensions and Permanent Exclusions Policy.

Absconding:

If a pupil is missing (not seen by any staff) a member of the Leadership Team must be notified. An extensive search of all buildings and school grounds should be made by staff. If they remain unaccounted for, the protocol below will be followed:

1. Time and place of the last sighting of the pupil to be established
2. Once the child has been known to have gone missing, the Head Teacher to call the Police to report MISPER (missing person)
3. Reception staff to prepare the photos for police if required
4. Parents/carers are informed by the Headteacher if the police are called
5. Upon return of pupil, parents/carers/Social Care are to be contacted to inform as required
6. Address issues regarding absconding, to be discussed at earliest opportunity with pupil, their family, and staff
7. Pupil Risk Assessment to be updated/put in place to highlight the risk of absconding.

If a pupil is on site and threatening to abscond then the following process will be followed:

- Class LP or a member of the inclusion team should follow them to the school gate, encouraging them to return to school. If they then go past the school gate staff will take appropriate actions to keep the pupil safe.

Bullying and Child-on-Child Abuse

Paternoster is an inclusive school; all forms of bullying or abuse are challenged and addressed. Incidents will be recorded on Sleuth and parents/carers informed. All involved will be offered support and given time to reflect on what has happened. The restorative process outlined at Appendix will be used to help resolve the situation.

Not all pupils may understand that the way they are being treated by others constitutes bullying or abuse and this may relate to face-to-face contact as well as on-line. Our PSHE curriculum will support all pupils in being able to identify possible bullying or abuse, immediate actions they can take and who to report to if this is occurring.

Searching, screening and confiscation

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. If a search is thought necessary, this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect. The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects have been, or is likely to be used
 - To commit an offence, or
 - To cause personal injury to, or damage to property of any person (including the pupil).
- An article specified in regulations:
 - Tobacco and cigarette papers
 - Fireworks and
 - Pornographic images

Resources

- Access to the Behaviour and Nurture LPs
- Access to external services
- Interdisciplinary meetings to support pupils, parents/carers and staff
- Intervention sessions
- Access to counselling
- Solutions Circles to support individual class teams and pupils

Professional Development

All staff to have access to relevant training provided by both internal and external speakers/trainers.

Equal Opportunities

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation. (Equality Act 2010)

Legislation and Statutory Requirements

This Policy, is underpinned by the following legislation and statutory guidance:

The Education and Inspections Act 2006

<https://www.legislation.gov.uk/ukpga/2006/40/contents>

Department for Education: Use of Reasonable Force in Schools 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Department for Education - Behaviour in schools: advice for headteachers and school staff
September 2022

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Linked Policies:

- SAND Restrictive Physical Intervention Policy
- SAND Behaviour Principles Statement
- Anti-Bullying Policy
- Positive Touch Policy
- Suspensions and Permanent Exclusions Policy
- Safeguarding Policy
- Equal Opportunities Policy
- Equality Policy

Policy Review

This policy will be reviewed every two years and may be subject to change at that time, or at an earlier date if necessary.

APPENDIX 1

WINE

All staff have a copy of the WINE statements on their lanyards.

WINE is about being an emotionally available adult:

- Wondering how the child is, what they are feeling, what they are thinking.
- Trying to imagine what the child is going through.
- Showing that you are noticing certain behaviour in a non-confrontational way.
- Being empathetic to what the child has or is experiencing.

APPENDIX 2

Restorative Approaches

Restorative Approaches work to resolve conflict between individuals to rebuild and repair any harm that may have occurred. Everyone is encouraged to acknowledge the harm that has been caused, the impact of the harm and to have the opportunity to repair the relationship. These conversations occur when everyone is ready to take part using non-confrontational language. It is essential that all parties have a voice and are heard so that all the facts can be determined.

Restorative Approaches encourage us to think about how our behaviour affects others. It helps us to develop respect, responsibility, truth telling and reflection. We believe that by using Restorative Practices we are giving pupils the skills to independently make better and more informed choices in the future.

If a pupil or member of staff in our school has been affected negatively by someone else's behaviour, we will try our best to make sure they feel that it has been put right for them and it will not happen again. If a pupil has done something wrong, they will be offered opportunities to put things right and change their behaviour so it does not happen again. Everyone needs to understand that there are consequences for their behaviour. By using Restorative Approaches everyone is able to have their say and listen to the voice of others. The following questions are asked to establish the facts and a way forward:

Restorative Conversations

At Paternoster, we use a 3-stage approach to restorative conversations:

- **SAY:** describe what happened (avoid using 'you' if possible; use 'I' instead)
- **SHARE:** explain how it made you feel
- **ASK:** talk about what would make things better (request not demand)

Visual resources have been provided to all classes to support these conversations.