



RELATIONSHIP & BEHAVIOUR POLICY

2024-26

Penbridge Infants & Junior School

Part of the Thinking School's Academy Trust

Date of determination November 2024

Review Date November 2026



CHILD FIRST – ASPIRE – CHALLENGE – ACHIEVE

Relationship and Behaviour Policy

The Thinking Schools Academy Trust has seven principles for behaviour which underpins the Penbridge Relationships and Behaviour Policy.

Thinking Schools Academy Trust

TSAT Behaviour Principles Guidance



At the Penbridge Schools, we believe that genuine connections between our staff and our pupils is the fundamental foundation of positive behaviours for learning and life. We recognise that all behaviour, positive or negative, is a form of communication. We feel that through this authentic, heartfelt connection with our pupils, we are then able to best support them with any difficulties involving their behaviour which communicate that something is not going well for them. The following sections outline our approach to relationships and the support that we commit to offering every pupil within our care. This approach is built on the foundations of our school values.

As a school we use the PACE approach to support our pupils (PACE stands for playfulness, acceptance, curiosity and empathy). The principles of PACE aim to support the development of rapport and trust, so that the adults working with children and young people are able to develop secure, positive relationships with them. All adults working closely with them are most likely to form these bonds. PACE approaches often work for other adult roles in children's lives also.

What we believe:

- In this school we integrate Attachment Aware and Trauma Responsive interventions into our everyday practice.
- From our research and experience we are aware that any disruption within the early years from pregnancy onwards can impact minds and bodies in three key areas: regulation, attachment and executive function.
- From research we understand that the toxic stress involved in Adverse Childhood Experiences (ACEs) impacts the nervous system of human beings.
- From research we know that over-compensatory, rich, relational interventions can bring about recovery so that children and young people can function well at home, school and out in their communities.
- We view ourselves as an important part of any pupil's journey. We believe in recovery in our community. This means that we will work in partnership with all stakeholders to support pupils.
- We will not discriminate how we relate to the pupils in our care as we believe each pupil is worthy of our time, energy and patience. However, we will differentiate according to the needs of each pupil.
- We will have compassion for those who are dysregulated, are hurting and/or grieving for whatever reason.

Who we are:

- We see it as our responsibility to learn about all of our pupils.
- We see it as our responsibility to be stress and shame regulators for the pupils in our care.
- We do all we can to ensure that our pupils do not lose their thinking capacity.
- We will be gentle with our strength and strong with our gentleness, remembering that some pupils in our care have a very fragile sense of self.

- We see it as more important to always prioritise maintaining connection with our pupils than aiming to prove a point or to get our point of view across (see Relate below).
- We communicate positively with both our words and our body language.
- We see it as our responsibility to remain regulated throughout the school day to enable us to best support our pupils.
- We remember that everyone is doing the best they can.
- We try to remember not to take insults and rejection personally. We see these behaviours as a sign of communication and recognise that some pupils may have experienced intimacy betrayal and do not trust adults in the moment.
- We will engage in relentless care of our pupils.
- We will let others know if we are struggling, so that we can engage in safe, quality practice.
- We will be aware of the boundaries of our skills set and proactively seek support from other professionals to support us in providing the best for all our pupils.

How we will work with our pupils

- We will actively seek their history to build a clear picture of their past experiences.
- We will prioritise spending quality time with our pupils, being physically and emotionally present, attentive, attuned and responsive.
- We will always prioritise maintaining positive relationships with our pupils whatever other demands are going on, engaging in quality moments.
- We will intentionally use warm and open faces and body language, a varied tone of voice, humour and playfulness, in order to support pupils to regulate and feel safe.
- We will be curious about why pupils do what they do, wondering (modelling) aloud so that our pupils have opportunities to be curious too and start to make links between states, sensations and feelings.
- We will not problem-solve or reassure our pupils before we have first really communicated that we have heard what they are trying to tell us about their internal thoughts and feelings and then we will use a collaborative problem-solving approach.
- We will use the 4 Rs and ensure we are mindful of the order needed: Regulate, Relate, Reason, Repair:



From Bomber (2020)

- We will continually seek and provide professional development for our staff to support them on their journey.

Provide relational repair

- We will never leave a pupil on their own after a difficulty or a relationship rupture. This is the time they need us the most.
- If there is a difficulty between ourselves and a pupil we will do all we can to resolve it so that we can be at peace with one another.
- If an interaction with a pupil becomes difficult for the adult, the adult will take time out to regulate before re-engaging at a later stage; another familiar adult will swap in, to be with the pupil.
- When a pupil is dysregulated, we will work with the pupil to help them feel heard and validated.
- If we notice a pupil becoming stressed by any of our interventions, where appropriate, we will switch what we are doing, recognising that relationships can be stress-inducing for pupils who have experienced relational trauma or loss.
- If there is a tension build-up for a pupil, we will take every opportunity to reassure them.
- If something goes wrong we will seek understanding from the pupil themselves, rather than making our own assumptions. We will communicate with curiosity: 'Help me to understand...' or 'I wonder what was happening for you ...'
- If needed we will use a quiet reflective time that will be supervised.

Our aims include supporting all pupils to:

- Function well at home, school and in their communities.
- Experience safety, security and stability with us.
- Increase their trust.
- Increase their stress tolerance.
- Increase their self-awareness, adaptability and flexibility.
- Strengthen their resilience.
- Feel confident and secure enough to explore, experiment, be curious and open to learning.
- Collaboratively problem solve.

Celebrating the positives:

We believe that children and young people have the right to feel successful throughout their schooling. We believe that to foster this, it is essential to give children clear, well-timed and purposeful positive feedback. It is important to celebrate all pupils' successes. In school we do this through:

Individual rewards:

- Verbal praise
- Stickers
- Spot cards
- Raffle tickets –

Collective rewards:

- Marble jar
- Housepoints

When things become difficult

As a staff, we aim to recognise there are opportunities to discuss or problem solve alongside our pupils. It is through our positive relationships that we aim to understand what has happened and reasons behind this.

Once we have listened to the pupil(s) and tried to understand fully what has happened and what has led to this, we may need to move into the correction phase (where appropriate). It is here that we seek to support the pupil(s) in preventing a reoccurrence of a behaviour through a support-based model allowing the opportunity for re-engaging with their learning within the classroom e.g. time out within the classroom. However, where appropriate a further consequence may be issued.

Consequences will follow the following card-based system. Each lesson will act as a fresh start for the pupil.



*The Inclusion Team is all members of the Senior Leadership and Pastoral Team.

We understand that children in EYFS and our Inclusion Centre will have less time out and it may not be suitable to visit another class and this is at the professional discretion of the class teacher and will be discussed with the senior leadership team as appropriate.

- In extreme case a suspension may be issued by the Executive Headteacher – please see section on suspensions for further information.

Appendix 1 gives examples of behaviours that may incur a consequence.

Before a consequence is issued, we take into account any additional needs and/or circumstances to ensure appropriate and proportionate response.

Suspensions (previously known as Exclusions)

In certain circumstances a fixed-term or permanent suspension from school, the length of which is proportionate to the actions, may be issued by the Executive Headteacher. These will be issued alongside the development of a robust support plan to support the pupil's return to school. We are committed to working collaboratively with the pupil and parents/carers to ensure a successful reintegration and proactive preventative plan for the future.

Behaviours that may result in suspension include (but are not limited to):

- Unprovoked/highly aggressive physical attack on a pupil or adult.
- Verbal abuse/ threatening behaviour against a pupil or adults.
- Persistent bullying, racism, sexism, homophobia, transphobia or harassment
- Dangerous or irresponsible behaviour'
- Bringing any offensive weapon in to school.
- Bringing alcohol, drugs or drugs paraphernalia into school.
- Theft or vandalism.
- Leaving the site without consent.
- Persistent disruptive behaviour.
- Sexual misconduct.

When suspending a child, we follow the Local Authority (Portsmouth City Council) guidelines. In the absence of the Executive Headteacher, the Head of School or assistant headteacher may make the decision to suspend but will make every effort to contact the Executive Headteacher first.

Searching

Based on the Department for Education advice for Headteachers, school staff and Governing bodies 'Searching, screening and confiscation' DfE January 2018.

The law allows school staff to search a pupil for any item if the pupil agrees. The Headteacher, Deputy Head or other member of the Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol and or illegal drugs
- Stolen items
- Tobacco, cigarette papers or vape items
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil). The Executive Headteacher or Head of School and authorised staff can also search for any item that is banned from the school site.

Bullying

All reported incidents of bullying must be taken seriously and recorded. Staff are expected to act on suspected incidents of bullying by either dealing with incidents themselves or passing the issue on to a more senior member of staff. (The school's approach to bullying is outlined in greater detail in the Anti-Bullying Policy and Guidelines)

Working with Parents/Carers

The good relationship that the school has with parents is a vital part of maintaining a high level of appropriate relationships and behaviour in school. Clear and supportive communication is extremely important in order to maintain consistency for the children. In order to help with this, the school will hold a parents' evening once a term when behaviour issues can be discussed. At other times, parents will be contacted by letter, email or by telephone. As a school, we strongly encourage parents and carers to discuss any concerns with us rather than posting on social media.

Imposing sanctions for behaviour outside of school

We expect our children to behave in the same exemplary manner out of school as they do in school, upholding our values. Where children behave out of school in such a way as to bring the school into disrepute, the Executive Headteacher/Head of School/Assistant Headteacher will, having considered the evidence, decide on the appropriate course of action. Children who misbehave on the way to or going home from school may be reprimanded by the Executive Headteacher/Head of School/Assistant Headteacher, as will children who plan inappropriate behaviour in school and then carry out the behaviour out of school. This may include detentions, suspension from school or reporting the behaviour to the police. (This is in line with Government advice).

Untrue Allegations

The Executive Headteacher will be responsible for dealing with children that make allegations against staff that are untrue. The parents of such children will be informed of the allegation as well as the sanction that the school feels appropriate. When deciding on the sanction the Executive Headteacher will take into account the context, nature and severity of the allegation, applying the most appropriate sanction from the list of sanctions already used in school.

Reference:

Bombèr, L.M. (2020) *Know Me To Teach Me*. Worth Publishing: Duffield

Appendix 1: Examples of behaviours that **may** incur a consequence:

<p><u>Yellow Card</u> Time out in a different classroom/different area of the playground (if playtime)</p>	<p><u>Orange Card</u> Loss of 10 minutes of breaktime</p>	<p><u>Red Card</u> Sent to see the Inclusion Team</p>	<p><u>Key Stage 2 Detention</u></p>
<ul style="list-style-type: none"> • Persistent disruption • Rudeness • Ignoring instructions • Not engaging with learning (refusal) • Misuse of equipment • Rough play • Constant talking/calling out/interrupting • Telling lies • Being unkind to others • Persistently distracting others from their learning 	<p>Continuation of behaviours after having time out in a different classroom (yellow card)</p> <p><u>Straight to orange card:</u></p> <ul style="list-style-type: none"> • Swearing • Walking out of the classroom (without permission) • Threatening another child • Purposely breaking equipment • Throwing equipment • Chewing gum • Misuse of toilets 	<p>Continuation of behaviours after losing 10 minutes of playtime (orange card)</p> <p><u>Straight to red card:</u></p> <ul style="list-style-type: none"> • Stealing • Racist/sexist/homophobic comments (any form of discrimination) • Unprovoked physical aggression • Fighting • Bullying • Attempting to leave school site • Dangerous behaviour 	<p>Continuation of behaviours after talking to a member of the inclusion team (red card)</p> <p><u>Straight to black card:</u></p> <ul style="list-style-type: none"> • Vandalism / damaging property • Leaving the school site • Unprovoked extreme physical violence - causing injury • Persistent incidents of bullying • Spitting • Setting off the fire alarm • Violent behaviour when going to and from school • Vaping or in possession of a vape • In possession of a prohibited item

This list is not exhaustive and consequences are at the discretion of staff as they know the children and their individual needs.