

Relationships and Positive Behaviour policy



At St Peter's we recognise the important **link between relationships and children's positive behaviour**. With both in place we have the perfect conditions for effective learning and teaching. Relationships and positive behaviour must be carefully developed and supported to ensure we have an environment which is safe, feels friendly, and is always respectful and fair.

- Positive relationships develop appropriate high self esteem and a sense of belonging;
- Self-esteem and belonging promote reflective behaviour choices;
- Reflection on behaviour promotes respect and fairness.

When children feel respected and understand their potential, and have their efforts and achievements rewarded, they can accept learning challenges and develop self-discipline.

The aim of this policy is to create a school environment that promotes, enables and nourishes good behaviour and reflective choices.

Positive relationships are promoted through everyone in school being:

Careful and kind
Respectful and tolerant
Helpful and friendly
Using good manners

It is important to strike a balance between positive relationships, recognising good behaviour and having appropriate consequences when the non-negotiable standards of behaviour are not met. The consequences must be seen by all to be fair and just and must be applied consistently when needed.

Central to this is getting the balance right between **relationships** and **self discipline**.

Both are aimed at developing positive behaviours and understanding.

- Pupils need to feel protection, connection, understanding and care in order to feel safe and behave well. This relates to **RELATIONSHIPS**.
- Pupils need to clearly know how to behave, where the boundaries are, and what the consequences are for not meeting the non-negotiable standards. This relates to **SELF DISCIPLINE**.

1) Providing protection, connection, understanding and care.

At St Peter's we are focussed on providing nourishing relationships with our pupils. With this ethos, we seek to effectively promote and develop good behaviour choices and character.

Understanding behaviour

How we feel and respond to our feelings through our behaviour is linked to **underlying and unconscious physiological and emotional processes** which in turn are a product of our brain development.

In order to support children we must understand **how to meet the underlying developmental needs not just manage the symptoms**.

This means providing them with relationships that can make a difference.

- If children are to engage socially and with learning we need to provide them with an environment within which they can feel safe. **Children gain their sense of safety from the adults around them.**
- When children feel safe we will need to **provide them with opportunities to stimulate and reinforce the neurological pathways** which support social engagement
- We need to **soothe children** and provide them with experiences which calm their defence pathways.

A secure relationship involves an adult providing:

Protection

- Providing safety and security.
- Being a source of safety through your relationship and the safety cues you provide.
- Being predictable, reliable and trustworthy.
- Providing structure, boundaries and containment.

Connection

- Being physically and emotionally available.
- Being responsive, expressive and interactive.
- Attuning and connecting physically and emotionally.
- Showing children you like them and are interested in them.
- Being playful and having fun.
- Finding time to do things in time and rhythm together. This has more emotional significance.

Understanding

- Being curious about their feelings, thoughts and behaviour.
- Understanding their thought processes-trying to work it out.
- Accepting their feelings and experiences, empathising, wondering aloud, validating, showing them you 'get it'.
- Helping them to process their feelings.

Care

- Being loving and compassionate.
- Showing them you care, looking after their basic needs, soothing and comforting them.
- Holding them in your mind.

Please see the appendix for a more in depth explanation of these principles and research.

At St Peter's we will use these four principles in our behaviour management systems. For some pupils, there will be a specific care plan using these principles as a framework.

2) Our school values - Growing together in mind, body and spirit.

Our core value is respect.

- This means **to treat others how you want to be treated.** We want everyone in our school family **to look after each other and our environment.**

When teaching the children about respect, we will focus on the following aspects:

1. **Love.** *Caring for each other.*
2. **Compassion.** *Sympathy or empathy for others, especially those less fortunate or suffering.*
3. **Thankfulness.** *Being conscious of what we receive. Using our manners, being polite.*

In order to develop the character of our children, we will seek to highlight good examples of our values by **celebrating** children who are good role models. Some specific examples of this are:

- The use of our **displays** around the school that celebrate positive learning behaviours.
- Appointing year 6 '**School Leaders**' who exemplify our Christian Values.
- Using year 5 '**buddies**' to mentor the Reception children.
- The use of **rewards** (see below).

Rewards

It is important that children develop a sense of doing something good for **the sake of feeling good about it themselves.**

- We will aim to give **verbal praise** to children who demonstrate the values that we seek.

- We will aim to **inform parents** where we recognise positive behaviours, with a message or note home.

We also recognise that some children will need encouragement when developing their character. Where necessary, classes or members of staff will implement their own reward system.

Each week, the class teacher will select a **'Star of the week'** in recognition of a positive behaviour or achievement. This will be celebrated in our Friday whole-school worship, with all staff present.

If the class teacher feels a pupil needs particular praise, they can be sent to show their work or describe their achievement to the Headteacher.

3) Self discipline and consequences

We recognise that children are either regulated and choosing to behave inappropriately, or that they have been unable to regulate themselves and that their consequent behaviours are inappropriate. All behaviour is a means of communication but children must develop responsibility for their actions. How we choose to respond to inappropriate behaviour is very important in teaching and achieving the desired behaviour. We must take care to assess each individual situation which is why our children will need **understanding** and **calm** to help them develop self discipline and modify their behaviours.

We use these behaviour management principles:

- We believe providing the children with **good discipline** will help them learn how to behave in a positive way, with good manners and respect. Children need to know clearly where the boundaries are.
- We believe in **consequences**, not punishment. Staff should follow the **consequence steps** as below.
- Staff should maintain good discipline by following the **Behaviour and Consequence list** in the appendix.
 - *This may not apply to Reception and preschool children who are still in the early stages of behaviour management. Their consequences are more likely to be with their class teacher.*
- Where possible, time should be spent with the child and dealt with in **private**, so the child does not feel shamed by their behaviour.
- Staff should use our **restorative script** (below) to help support the child to modify their behaviour in future.
- **All staff and parents are responsible** for pupils behaviour. We are trying to remove the invisible hierarchy that exists in schools, so that children respond well to all adults.

Consequence steps

1. **Reminder** (whilst privately considering factors which may be impacting on their behaviour)
2. **Caution** (ensure de-escalation strategies have been used)
3. **Last Chance** (state expectations clearly. Remind pupil of the consequences)
4. Decide if **withdrawal** is necessary (move the pupil away from the group for a short period. This is time away from distractions and possible triggers and creates a time for reflection. **It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.**
5. Time with an adult to **discuss** behaviour
6. **Repair or sanction**

The script everyone uses for dealing with behaviour.

The adults must be calm first, being conscious of facial expressions, tone and rhythm of voice.

Calm script:

Tune in with their intensity eg mirror momentarily before bringing tone into 'calm'

Make sure your stance / facial expression is open.

Be an active listener. Repeat back what they are saying

- What happened?
- What were you feeling and thinking?

- Who was affected? How?

Restorative script:

- Thank you for being honest.
- What have you thought about it since?
- How did it make others feel?
- What do we do to put things right?

Look to future script:

- I have heard what you say.
- I know you have kindness/are a considerate/thoughtful person (show them you believe in them).
- I expect you to always show
- How will you do things differently in the future?

For serious incidents of dysregulation, we will attune and empathise with the feelings of the child, whilst remaining firm and consistent with the boundaries or requests that have been stated (following the script above).

We will also consider the following measures, in consultation with the member of staff who has been containing the dysregulation:

- a member of staff, usually a senior leader, will **‘tag-team’** the class teacher or member of staff, who can then have time to deal with and soothe the child, followed by the repair and/or sanction steps.
- **a different member of staff**, usually a senior leader, will deal with and soothe the child, followed by the repair and/or sanction steps. In this instance, it is important that the follow up conversation and consequences **mirror that already said by the other member of staff**. Conversations had by additional staff (who come to support the child) must always reinforce the initial conversations.
- The script for this will start with: ‘Tell me what xxx has already said.’

Sometimes a member of staff will have reached their own tolerance levels. We recognise that they will need a break with another member of staff filling their space, or the child to have some time out of the classroom to regulate their feelings.

Sanctions for serious incidents, if a child is violent, aggressive, abusive or persistently disruptive behaviour.

These Incidents will usually result in an internal or external exclusion. This will be at the discretion of the Headteacher, and will be informed by an individual Plan (if one exists for the child). The decision will be made with the underlying principle of trying to ensure this incident does not happen again, and/or to ensure the safety of other pupils and adults. Please see the appendix for a further guide.

Bullying within school

Bullying at St Peter’s Primary School is seen as a Major Incident. Incidents of bullying will be dealt with in accordance with this policy. Please see appendix 1 for our anti-bullying policy. This is taught termly, through assemblies, class work and by displaying posters around the school.

Time out/grounded

As described in the behaviour and consequence appendix, some pupils will be grounded during their lunchtimes. During this time, they will take some or all of these restorative steps:

- Write a letter to their parents explaining why they have been grounded, and what steps they are going to take to make up for their actions.
- Write a letter of apology to the member of staff or child affected.
- Have some time to speak to a member of staff to replay what happened and think how they will behave differently in the future.

4) Consistent, calm adult behaviour

To promote good values of behaviour and relationships across the school, it is important that every adult in the school notices and deals with every pupil they see. We call this “**deliberate botheredness**”.

It is particularly important that the children:

- know that their teachers and key staff constantly **have them constantly in mind**. e.g. when coming out to meet them in the line.
- do not play up to the **invisible hierarchy** in school i.e. the headteacher is not more important than a Meal Time Assistant.

Here are some particular instances where we expect good behaviour and all adults to be bothered about noticing good or bad behaviour:

- Lining up: in silence and staying in line.
 - Collective Worship: a quiet and reflective space.
 - The dinner hall: low noise and good manners.
 - Respect for all staff and visitors: saying please and thank you, opening doors and waiting etc.
 - Respect for the school environment: looking after resources including playtime equipment.
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5) The role of parents

- The school is determined to promote good manners and respect in pupils and expects the same treatment from parents.
- The school expects all parents to be responsible for their child’s behaviour.
 - No child is entitled to behave in a way that is described in the Behaviour and Consequence list.
- The school is able and willing to work with parents to support and promote good behaviour, and has specialist staff available for this work.
- In the event of a child receiving a consequence, the school expects all parents to reinforce the messages about discipline to their children. This sends a strong message to pupils that they are expected to behave well at school.

Appendix - Behaviour and Consequence list

The list cannot show all possible behaviours and the individual circumstances of each incident will be taken into account.

Level 1 - Warning given by a member of staff.

- Calling out.
- Interrupting.
- Ignoring instructions.
- Silly noises.
- Pushing in the line.
- Swinging on a chair.

Level 2 - lunchtime or break grounding. (Class teacher informed, and parent *if necessary*)

- Consistent Level 1 behaviour.
- Answering an adult back.
- Inappropriate behaviour around the school.
- Time wasting.
- Silly name calling.
- Play fighting that got out of hand.
- Inappropriate language.
- Unkind laughter.
- Taking the mickey.
- Deliberately winding someone up .
- Leaving the class without permission .
- Talking in Collective Worship.
- Talking in the line.
- Dropping litter.
- Throwing food on the floor.
- Graffiti on books.

Level 3 - Lunchtime grounding (parents informed).

- Lack of improvement or consistently grounded for Level 2 sanctions.
- Offensive name calling.
- Lying to get someone else into trouble.
- Refusal to follow instructions (after a warning).
- Threats to others.

Level 4 - See the Senior Leadership Team AND entire lunchtime grounding (parents informed).

- Bad behaviour at L3 grounding.
- Rudeness or disrespect to a member of staff.
- Minor scuffle.
- Swearing.
- First instance of taking another's property.
- Deliberate damage to property.
- Hurting someone through dangerous actions.

Level 5 - Internal exclusion – children spend time in isolation away from class and other children (parents informed).

- Repeated L2-L4 behaviours
- Poor behaviour whilst on report.
- Fighting.
- Significant incident of bullying. [Bullying is defined as ‘STOP’ – Several Times On Purpose]
- Throwing furniture.
- Deliberately throwing stones or other objects at another person.
- Spitting at someone.
- Further incident of taking someone’s property.
- Biting.

Level 6 - For more serious incidents - at the Headteacher’s discretion, including exclusion:

- Repeated L2-L5 behaviours.
- Racist behaviour.
- Abuse towards staff
- Repeated bullying.
- A pre-arranged or major fight.
- Sexually inappropriate behaviour.
- Significant injury to another child on purpose.
- Persistent and consistent inappropriate/disruptive behaviour.
- Criminal behaviour.
- Physical attack on a member of staff.

Appendix - Bullying

What is Bullying?

- *a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.*

In our school a bully is someone who seeks to hurt someone more than once, by using behaviour which is meant to hurt, frighten or upset another person. We promise to always treat bullying seriously.

Bullying can be:

Emotional:

- Hurting people's feelings, leaving you out, hand signs, being put down or humiliated, having money and other possessions taken or messed about with, having rumours spread about you.

Physical:

- Punching, kicking, spitting, hitting, pushing, pulling, being threatened or intimidated.

Verbal:

- Being teased, name calling.

Racist:

- abusive behaviour towards members of another race or culture.

Cyber:

- saying unkind things by text, app, e-mail or the internet.

Homophobic:

- the use of derogatory homophobic language.

Guidance for pupils is displayed on a poster containing the following:

When is it bullying?

STOP =

Several

Times

On

Purpose

Who can I tell?

ACT =

Ask the bully to stop

Collect a friend or witness

Take them and tell an adult

If you are being bullied: **Start Telling Other People!**

If you are bullied

Ask the bully to stop. Use eye contact and tell them to go away.

- Collect a friend or witness.
- Take them and tell an adult.

DON'T:-

- Do what they say.
- Get angry or look upset.
- Hit them.
- Think it's your fault.
- Hide it.

What should I do if I see someone else is being bullied?

- Don't walk away and ignore the bullying.
- Tell an adult what you have seen.
- Tell the bully to stop if it is safe to do so.
- Don't stay silent or the bullying will keep happening

Behaviour procedures for COVID-19

Consequences

The usual time-out system will not be in place. Instead, one of the following consequences will apply:

Minor infringements

- Reminder - a conversation with a member of staff to remind them of the rule and the reason for the rule.
- Warning (caution/last chance) followed by a conversation with a member of staff to help them understand the impact of their actions and remind pupils of the consequences.
- An immediate age-appropriate time-out, sat or stood outside the classroom area, if possible; or
- A delayed age-appropriate time-out at morning breaktime, afternoon breaktime, lunchtime, sat or stood on the edge of their 'playzone'.

Serious or repeated infringements

- Internal exclusion in the library, followed by time with an adult to discuss their behaviour.

Fixed term exclusions, as per the behaviour policy, still apply.

Coughing or spitting

Clearly deliberate coughing or spitting towards another person will result in an internal exclusion. For serious, or repeated offences, this may result in a fixed-term exclusion.

Social distancing outside school

All pupils are expected to maintain social distancing, in line with current government guidance, on the way to/from school and when away from school.

Appendix - staff training on relationships

“Quality relationships provide the necessary vehicles for adaption and recovery... every relationship has the power to confirm or challenge everything that has gone before”. *Dan Hughes and Louise Bomber - Settling to Learn. (2013)*

The Polyvagal Theory

The Polyvagal Theory describes three neural pathways of the autonomic nervous system which control and regulate responses to a neuroception of safety, danger or life threat.

We are all continually scanning our environment to check if we are safe. We take in external and internal sensory information. Which is detected and responded to at an unconscious level .

When we have a neuroception of danger the amygdala triggers sending messages to a different part of the brain stem, this time to stimulate the sympathetic nervous system and HPA axis (hypothalamic –pituitary-adrenal axis). This results in mobilisation – fight or flight behaviours. This results in increased release of cortisol and adrenaline resulting in increased heart and breathing rate and increased energy production. We experience feelings of panic and anxiety.

When our response to danger does not bring us feelings of safety or we perceive life threat the amygdala responds. A message is sent along neural circuits to the brain stem which activates the dorsal vagal nerve. This results in immobilization. This is the most primitive defence system and is shared with most vertebrates. It involves feigning death and results in a lowering of the heart and breathing rate, reduced energy production, lowered adrenaline and cortisol production and lowered muscle tone. It results in behavioural shutdown, passive adaptations and depression.

If the cortex of the brain detects safety, messages are sent along neural circuits to the amygdala and brain stem. The amygdala then acts to inhibit or dampen the sympathetic nervous system resulting in a resting heart and breathing rate and a calm emotional and behavioural state. The brain stem activates the ventral vagus nerve which results in enhanced regulation of facial muscles and greater prosody of voice resulting in expressivity and improved listening. All of which contribute to an ability to communicate and engage with others. Social bonding with others results in the release of oxytocin. Oxytocin further blocks defensive mechanisms and makes immobilization without fear possible.

In order to engage and communicate with others, infants must feel safe. The ventral vagus nerve will only be stimulated and spontaneous social interaction will only occur when the infant has a neuroception of safety. Safety is the core need of any infant and comes primarily from the relationship with the adult or carer. In order to be able to socially engage the infant needs to pick up safety cues from a familiar primary caregiver.

Infants need appropriate social engagement experiences in order to form positive attachments and social bonds. The nature of the relationship and quality of interaction between the adult and the infant is vital and will dictate whether the infant picks up cues of safety or threat and whether they are able to engage socially and go on to develop a secure attachment.

Children who have experienced high levels of threat, danger and fear develop strong fight, flight or freeze pathways. Their neuroception of danger is highly efficient. The amygdala is over active with a low threshold for activation. Children who have limited experience of safety have underdeveloped ventral vagal regulation. They have limited experience of inhibition of the sympathetic nervous system - ‘the vagal brake’ and of social interaction, bonding and attachment. They have not had the opportunity to exercise, explore and learn about facial expressions, voice modulation, and interaction through movement and they have not experienced the social feedback from the adults caring for them that they need in order to develop the areas of the cortex involved in higher level thinking skills. Children who have not experienced safety and security tend to have faulty neuroception. They are not able to accurately detect whether an environment is safe or whether an adult can be trusted. Some children are

indiscriminate and uninhibited in their attachment behaviours, whilst others are inhibited, emotionally withdrawn, unresponsive and avoidant of attachment.

On the other hand, children who gain a sense of safety from responsive caregiving from familiar adults are able to experience social engagement and bonding. They are able to develop a secure attachment. These children develop the ability to accurately detect threat and risk and interpret physical sensations. The experience of social bonding dampens the fight or flight responses.

In order to develop accurate neuroception and to be able to engage in spontaneous pro-social behaviours children need to experience safety. They then need to have experiences which stimulate the ventral vagal regulation and opportunities to exercise the social engagement systems.

Our behaviour has an emotional and physiological basis. Children who have a neuroception of danger need soothing in order to calm their physiological responses. Whilst they are experiencing anxiety and panic they will not be able to calm or control their behaviour. Repeated experiences of being soothed by others will help them to self-soothe.

Protection

Children need to feel safe and secure in order to engage socially, explore, play and learn. Children look first to the adults around them to gain a sense of safety. It is important that you let the child know that they are safe through your 'way of being' with the child and the way you manage the environment.

This involves;

- Being predictable, reliable and trustworthy. Telling a child that you are those things will not be enough they need to be shown that you are by what you do. If things change and you are not able to do what you have said that you will do make sure that you explain why that this has happened, acknowledge and validate the difficult emotions that this may have evoked and put in place an alternative plan.
- Providing safety cues. Being aware of the cues you are giving is very important, particularly through your facial expression and frequency and modulation of your voice. Interact using a sing-song voice with no trace of crossness. Consider other safety cues such as movements which could make them feel safe. Take care to ensure open and friendly body language.
- Containing their emotions. Let them know that you have 'got it'. Let them know that you can bear their emotions and hold on to them so that they do not escalate. Don't deflect into your own emotional responses. It can be useful to help them to organise their thinking and emotions by listening and then feeding their thoughts back to them in bite-size, manageable chunks.
- Providing structure and boundaries. These need to match the child's needs and be communicated to them in a way that they understand and which is meaningful to them. Visuals and timers can be helpful in establishing structure and boundaries.
- Anticipating things that may be picked up as threat or danger. Unfamiliar sounds in the environment, unfamiliar people or situations, change in routine, unfamiliar physical contact or sudden movement can all trigger feelings of fear. Sometimes just a lack of safety cues can trigger a defensive response. Managing transitions, both large and small will be particularly important, even transitions such as moving from activity to activity within the classroom may need to be supported.
- Adapting the physical environment, resources and the daily routine. Changes may need to be made to support safety, protection and containment, for example, having a safe, contained space, providing a low stimulus environment, allowing for changes in the normal routine.

Connection

Children need to connect and to socially engage. Children who do not easily connect can become isolated. This can be because their interaction, speech and language skills are delayed or because they emotionally withdraw or react defensively to social approaches. Being and feeling connected is a right for all children. We need to take care that we are truly connecting with children at their level and in a way that is meaningful to them. Sometimes communication can become functional rather than social. Connection is about children engaging in truly reciprocal and social interaction. It is about them feeling a connection that they imbue with emotional significance.

Connection and interaction stimulates oxytocin and calms behaviour. Repeated experience of connection exercises the neural circuits which are responsible for pro-social behaviour and which inhibit the body's defence reactions.

Only when children feel safe and connected can they focus their attention outside of the relationship to engage in learning.

Connection involves;

Being physically and emotionally available. Give them your time and opportunities for them to experience undivided attention.

Attuning to the child by mirroring their tone and mood. Seeing themselves reflected in you lets them know that you get it and enables them to 'see' how they feel.

Being responsive, expressive and interactive. Connect with them by using movement, facial expression, modulation of the frequency and tone of voice and by using sounds and vocalisations. The firing of mirror neurons in our brains mean that moving or vocalising with a child in sympathy, synchronicity and with shared rhythm is experienced as connection. Connect through turn taking. Take their lead and respond to their actions, sounds and vocalisations. The child experiences connection by experiencing you being responsive to their actions. Reciprocity occurs when both partners are responsive to each other. Encourage them to use their listening skills, facial skills and to modulate their voices.

Being playful in your interactions. Have fun, stimulate shared joy and joint laughter. Play games and sing songs, especially games which encourage shared anticipation and response. Children enjoy the security of repetition and being able to anticipate events.

Showing them you like them and are interested in them. Do things together. Explore, make things and learn about things together.

Developing understanding and regulation

Attunement

Meeting the child's /teenager's emotional intensity (positive or negative) on an energetic level, so as to connect with the child in their pain or their joy. Riding the same emotional energy

Contour (Moments of meeting – Daniel Stern). The child will experience this as a deep enlivening connection with the other.

Accepting and validating

Validating how the child is experiencing the event, even if it's very different to how you are experiencing it. Not trying to persuade the child out of having the feeling they are having. Rather affirming, understanding and recognising that s/he is feeling what s/he is feeling. Not just empathy, but finding the right words/ language of feeling/tone of voice to convey that empathy

Containment of Feelings

Being able to stay thinking and feeling about a child's intense feelings (e.g. rage, power plays, terror, distress) without deflecting into action, distraction, getting angry etc. At times this will mean being able to bear their unbearable pain. Also containment through clear structures, boundaries and carried through consequences. Otherwise a "limit deprived child".

Soothing (emotional regulation)

Soothing and calming the child's emotionally dysregulated states. Soothing in conjunction with addressing the other relational needs above, can develop actual stress regulating systems in the brain and good vagal tone in the body. These systems are still forming after birth. When the child is not soothed and calmed during intense dysregulated states, they may fail to develop effective stress regulating systems in brain and body. This leaves them vulnerable to developing depressive, anxiety or aggression disorders in later life. They are also far more vulnerable to using alcohol, smoking, or drugs in order to calm themselves down or just to feel normal

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Understanding

Children need to know that they are accepted and understood. Children will learn to understand themselves by being shown understanding. Understanding supports the development of the cortex and higher level thinking skills. It enables us to engage at a cognitive level with our emotions.

This involves;

- Being curious about their feelings, thoughts and behaviour. It is important that we understand the thoughts and feelings that are driving the behaviour so that we address these unmet needs. Managing behaviour alone is unlikely to bring about sustainable change.
- Accepting their feelings and experience. Accept without action, judgement, contradiction or persuasion. Resist the urge to minimise their feelings, distract or cheer them up.
- Thinking for them - try to work it out. Big behaviours are caused by big feelings but children are not always aware of the feelings they are experiencing. Thinking from their perspective will help to raise their self-awareness and will also support the understanding and empathy of others working with the child.
- Expressing Empathy. Wonder aloud, validate, and show them you 'get it'. Respond empathically; imagine how it is for them, empathise and then express it
 - "I can see that this situation is very hard..."
 - "That sounds as though you were really worried..."
 - "When that happens I wonder if it is very frightening for you..."
- Helping them to process their feelings. Help them to link their physical sensations to emotions. Children at an early stage of emotional development are not able to distinguish between basic physical sensations and emotions and will initially need your help to do this. Model and provide an emotional vocabulary for them to describe how they feel. Be creative in your approach. Allow them to make up their own words, use metaphors, stories, pictures, models, real life examples etc to enable the child to express, understand and process their feelings.

Care through PLACE

Children need to know that their needs will be met and that they are effective in gaining what they need, including both their basic survival needs and social and emotional needs. Children also need to experience a relationship within which they feel special, loved and held in mind. Repeated experiences of being cared for, loved and soothed enables the child to feel good about who they are, effective, worthy of attention and able to calm themselves. This involves:

- Being loving and compassionate. Let them know that you like them and that they are special to you. Think about how your facial expression, body language and tone of voice reflects this. Regularly checking in with simple smiles, eye contact, thumbs up etc. can make the child feel they are cared for.
- Holding them in mind. Let them know that you think about them even when they are not with you. Finding regular opportunities to let them know they were in your thoughts is important in enabling the child to understand that relationships can be secure.
- Using transitional objects. This can help them know that you are thinking about them. This can be as simple as lending them a 'special' pen that they need to bring back to you at the end of the day, to creating something together that symbolises the relationship that you both keep part of (painted pebbles, friendship bracelets and key rings are all examples).
- Showing them that you care. Notice things about them (a new coat, haircut or pencil case) and remember details about them including birthdays, interests, favourite sporting teams or bands. Do special things for them, support and nurture them. Let them know that you thinking about their basic needs. Keep them warm, sheltered and if appropriate provide them with food and drink. Small things that show you care can make a significant difference.
- Soothing and comforting them. Soothing enables the child to calm their physiological response to danger and fear. Children need to be repeatedly soothed in order to be able to self soothe.

Appendix -STATEMENT OF BEHAVIOUR PRINCIPLES

- All children, staff and visitors have the right to feel safe at all times at school
- All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use his discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards other pupils or the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy
- An emphasis to be placed on pupils showing good manners and kindness and consideration to all