

Relationships and Positive Behaviour Policy

Contents

1. Safeguarding
2. Our aims
3. Our Values
4. Achieving positive behaviour
5. Class rules
6. The importance of nurture
7. Relational Practise
8. Research to inform practice
9. Zones of Regulation
10. Restorative practise
11. What we believe
12. How we will work with our pupils
13. The PSHE curriculum
14. Promoting positive behaviour every day
15. Recognition
16. When things become difficult: When children are not managing
17. Pathway of support
18. Stages of further support
19. Extreme behaviour

At Stamshaw Junior School behaviour is managed by knowing and understanding need. We aim to build a culture where strengths can shine.

We believe that positive connections between our pupils, staff and families are the foundations for healthy lifelong behaviours. We recognise that through authentic, heartfelt connections with our pupils we can best support them to improve any behaviours which communicate that something is not going well. We recognise that behaviours that challenge us often stem from an unmet need that the child does not yet have the skills to express appropriately.

This approach has been created in consultation with staff, children and Governors at Stamshaw Junior School who have been involved in considering and exploring values that they feel are important both for our academy community and also for the children's lives outside in their own community – values that are relevant now and in their later adult lives.

1. Safeguarding

The Education Act 2002 places a duty on schools to safeguard and promote the welfare of pupils at the school by ensuring that risks of harm to welfare are minimised and taking appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other agencies. The Relationships and Behaviour Policy should be read in conjunction with the Child Protection Policy, Safeguarding Policy) and the Multi Academy Trust Policy for Behaviour, Exclusions and Suspensions.

2. Our aims include supporting all pupils to:

- Value and appreciate one another and to acknowledge that everyone has a part to play within our school community.
- For all children in our care to develop self-esteem, consideration, self-regulation, gain confidence, honesty, responsibility and respect.
- 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.
- Strengthen their resilience.
- Feel confident and secure enough to explore, experiment, be curious and open to learning.
- Recognise and regulate emotions

3. Our Values

Our school ethos of *be kind, do your best and achieve together* is embedded within every opportunity. Our school values underpin our beliefs and aspirations for all our pupils. As a values led school it is important that all members of our community understand these values which are displayed in every classroom and around the school.

*Self-Belief
Respect
Team Work
Creativity
Success*

4. Achieving positive behaviour

We fully embrace working in partnership with our parents, carers and families and recognise the part we all must play in supporting our children.

Parents:

- Will be models for their child's behaviour.
- Will support the school, advising them of any factors at home which may affect their child's behaviour.
- Will work with the school to promote positive behaviour and resolve any difficulties.

Community:

- All users of the school premises for extended activities will have access to this policy.
- Regular feedback will be welcomed from visitors on the ethos and general school behaviour.

5. School and Class Rules

- We will regularly teach and share our expectations with pupils, parents and the community through assemblies, PHSE and RSHE lessons and planned sessions.
- Each class will agree their Class Rules and Expectations at the beginning of each term, revisiting them regularly.

6. The Importance of Nurture

The principles of nurture underpin all our behaviour work at Stamshaw Junior.

The concept of nurture highlights the importance of social environments – who you're with, and not who you're born to – and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life. Nurture UK.

The six principles of nurture are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

7. Relational Practice

We believe passionately that good relationships between our children, teachers and parents are fundamental to our positive learning community.

A relational approach creates positive relationship which has a positive impact on all other areas of school. Behaviour is a language, a relational approach ensures understanding of this communication, even when there are no words spoken, and developing ways to support.

We recognise that our approach and response respect the physiology of the brain and nervous system, and that we must **REGULATE** and **RELATE** before we **REASON** and **REPAIR**. We use Dan Hughes' PACE approach to support pupils (**P**layfulness, **A**cceptance, **C**uriosity and **E**mpathy). The principles of PACE aim to develop regulation skills and to support trust, so that children and young people can build the skills they need to develop secure, positive relationships.

8. Research to inform Practice

Our everyday practice is based on our training in the following areas:

- The PACE approach – Dan Hughes
- 'Know me to teach me' Louise Michelle Bomber
- Restorative practice: Placing relationships at the heart of teaching - Mark Finnis
- The Neurosequential Model - Dr Bruce Perry

These are all approaches based on attachment awareness, restorative and trauma responsive interventions.

9. Zones of Regulation

In Stamshaw Junior School, we follow the principle of the Zones of Regulation (Zones) Self-regulation is something everyone continually works on whether we are aware of it. We all encounter trying circumstances that test our limits from time to time. If we can recognise when we are becoming less regulated, we are more able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).

See Appendix 1

10. Restorative Practice

At Stamshaw Junior we have adopted the Restorative Practice approach to conflict resolution. This is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.

Following an incident involving another child or adult in school, a child will be given the opportunity to resolve the issue. This will be done with the support of an adult if necessary and will allow both parties to share their views and feelings. This is done in a structured manner and can be through the use of a symbols board, the conversation only starts when both parties are calm and ready to do so.

Part of this process is to discuss and agree on any necessary consequences and a plan to restore the relationship (e.g. apologising, having some space apart, doing a task to resolve the difficulty such as returning or sharing a piece of equipment). This open conversation allows both parties to be clear on how the other feels and what has been implemented as an appropriate consequence. We firmly believe that restorative practice encourages our children to become more self-aware, empathic and strengthens their understanding and trust in our behaviour support systems.

11. What we believe:

- In this school behaviour is managed by knowing and understanding need.
- We integrate Attachment Aware and Trauma Responsive interventions into our everyday practice.
- From research 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 adapt our approach according to the needs of each pupil.

- We will have compassion for those who are dysregulated, are hurting and/or grieving for whatever reason.

We will show visible kindness and consistency, showing mutual respect empathy to everyone in the school community. We will work with families to gain their views and find shared solutions around their child's education, behaviour and wellbeing, ensuring they are safeguarded and protected but also empowered and responsible.

- We see it as our responsibility to be stress and shame regulators for the pupils in our care.
- We see it as our responsibility to learn about all of our pupils.
- 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 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.

12. How we will work with our pupils

- We will ensure that we have clear and well-established routines and systems
- We will actively understand 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 first really communicating that we have heard what they are trying to tell us about their internal feelings and thoughts.
- We will use the 4 Rs and ensure we are mindful of the order needed: Regulate, Relate, Reason, Repair:

We will provide continuing professional development for our staff.

13. The PSHE/RSE Curriculum

At Stamshaw Junior School, we feel that it is our responsibility to provide our children with the skills they will need to flourish in a world that is continually changing, where they will need to manage conflict and interact in a vast array of different situations, and, as such, Personal, Social and Health Education is an integral part of our school community. Our PSHE curriculum follows three strands: Relationships, Health and Wellbeing and Living In The Wider World.

PSHE is taught weekly and follows a spiral curriculum so that any skills taught are re-visited to embed them fully in order for the children to develop interpersonal relationships, a strong sense of self-awareness, including managing emotions, that can be used to foster positive behaviours, both in and out of an academic setting. In the KS2 setting, an RSE curriculum is delivered at an age appropriate level so that our children are confident and prepared for the changes that will happen to them as they grow.

The PSHE curriculum covers all the statutory elements set out in the 2026 curriculum review for the subject, including changes to RSE and digital wellbeing.

Our curriculum follows The PSHE Association planning with additional content added that as a school we feel is important. Resources are sourced from a variety of organisations including The PSHE Association, Project Evolve, to promote on-line safety; Medway, for growing and changing; CEOP, a government designed programme to support on-line safety; Twinkl, for general resources; and St. John's Ambulance, for first aid.

Over the year, the children will be taught six different units under the three core themes. These include

Year 3: Foundations for wellbeing, Me, my friends and belonging, Building healthy habits and looking after each other, Understanding Emotions in myself and others, Making choices on-line.

Year 4: Foundations for wellbeing, Families and growing together, Exploring ways to manage risk, Forming respectful relationships, Money Matters and Me, my body and growing up.

Year 5: Foundations to wellbeing, Respecting boundaries, Embedding healthy habits and first aid, Safe connections, Friendships, stereotypes and bullying. Positively engaging with our world and Growing and changing.

Year 6: Foundations for wellbeing, Me and my friends, Keeping safe in the wider world, sex education and looking to the future, Managing emotions in a changing world, Managing money and AI literacy and Drug education.

The children's work is collated and presented in a class book that demonstrates the learning and understanding of core themes and values.

Alongside our PSHE/RSE curriculum, we celebrate national awareness days, such as Children In Need, National Kindness Day, Show Racism The Red Card and Anti-Bullying Week so that the core values of citizenship are truly part of the school ethos and our children can contribute to society in a meaningful way that leaves them fulfilled and happy. In addition to PSHE, as a school, we follow Project Evolve which are weekly lessons aimed at teaching the children how to safe on-line, which is vital in our digital world.

14. Promoting Positive Behaviour every day

A key element of this policy is to have high expectation through positive connections, to recognise, praise, reinforce and reward good learning behaviours and effort both on an individual, group and a whole class basis. Whole school expectations include

- Fantastic walking
- Fantastic talking
- Taking time to notice, being invested in our children, noticing those who are experiencing or have experienced difficult times.
- Meet and Greet - Being at the door when children come in – greeting them by name – remembering those special things about them.
- Tremendous transitions – movement around the school and outside areas to be calm
- Consistent end of day routine

15. Recognition

The following recognition systems are used in school and are embedded within the routines of the day.

In the moment praise
House points
Recognition in values assembly
Class-based reward systems e.g. table points
Positive feedback to parents

16. When things become difficult: when children are not managing

Consistency is essential. At Stamshaw Junior School, staff are trained and skilled to support children who are presenting with difficulties:

- Recognising children who are on task being explicit about the required behaviour
- Discreet eye contact, proximity or gestures
- Limiting the language when giving instructions and allowing thinking time (giving children choice and time to think)
- Discreet conversations which may uncover the reasons behind a child's behaviour
- Use of aspects from training such as PACE, collaborative problem solving, relational and restorative practice (Collaborative Problem Solving)

17. Pathway of support

Most children will need a private word or a reminder of a rule or a need to re-focus. Where behaviours become more challenging to us we will:

- Ensure we have knowledge of the child and know the **context** when difficulties occur
- Establish the difficulty: what is the expectation that the child is struggling to meet?
- Establish which skills the child lacks in that situation (Flexibility/Adaptability, Frustration tolerance/Impulse control, Problem Solving)

We will always aim to set up an opportunity to talk with the child to get their perspective: a child may require further de-escalation. The focus should be on co-regulation using the above strategies. However, it is likely that more time will be needed to be given to this. It may also be necessary to

ask for support from colleagues. Adults who have a strong relationship with a particular child may be best placed to support. Incidents will be recorded on CPOMS and usually parents will be contacted.

A few children will continue to display challenging behaviour. These children may be on a positive behaviour plan negotiated with parents, class teachers and outside agencies, or reward system, negotiated between child and class teacher with parents informed. These individual plans can operate outside/alongside the main policy. We will support behaviour issues through various interventions and support e.g. ELSA, social skills groups, lunch clubs etc. It is imagined that such actions would result in moves towards a satisfactory outcome for child, teacher and parent. The plan be reviewed over a period of time. The plan may need to be reviewed on many occasions before small steps of improvement are seen. And the outcomes may need to be adapted for the child to have success.

See Appendix 4 for pathway of support

18. Stages of Further Support

STAGE 1- Pastoral involvement and mediation

- When all class approaches have failed, the Pastoral team member may need to be brought into the restorative conversation. This could support with mediation or a short-term plan with clear SMART targets to work towards expected behaviours.

STAGE 2 - Withdrawal for fixed time with Pastoral Support

- When Stage 1 mediation has not had a positive effect, the child may be withdrawn for a fixed time in the Pastoral room or an alternative safe space within the school. This could be part of a plan where time is given to carry out restorative work.

STAGE 3 - SLT involvement

- When the above stage has not had a positive outcome, SLT should be brought into the conversation. Again, this should be of a restorative nature. Parents need to be informed at this point that there are concerns.

STAGE 4 – Multi Agency Behaviour Support Service involvement

- When the above stage has not had a positive outcome, the MABS Advisory Teacher will be invited to a Pastoral Support Planning meeting by the Pastoral Team. Parents will be invited to these meetings. MABS work closely with school to consider a range of behavioural needs.

STAGE 5 - Withdrawal with SLT

- For Stage 5, parents would be invited into school. The child would be withdrawn for a specified time with a member of the Senior Leadership. Work will be set by the class teacher. As a last resort, the school may use suspension and permanent exclusion in response to serious incidents. The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Consequences of wanted and unwanted behaviours will be communicated to children using the 'talk frame' which will be displayed in classrooms (See Appendix 3).

19. Extreme Behaviour

It is hoped that through a whole school approach to positive behaviour and through the support of parents, all our children will develop a good sense of values and responsibility for their actions. However, in the event of any behaviour being considered extreme, the child shall be taken immediately to a member of the school leadership team or a member of the SLT will be called and they will decide an appropriate response

The following behaviour is considered extreme:

- Physical aggression
- Verbal abuse, including the use of racial or inappropriate language
- Intentionally causing damage to school property

The school supports the policy of Inclusion and will seek to provide all appropriate support for children who have identified behavioural needs. However, for the safety of all members of the school community and if a child displays extremely serious behaviour (serious injury of another child or adult or the child is a danger to him/herself or others) then the Headteacher will exercise his/her right to consider suspensions.

Please refer to the Academy Trust Policy for further information regarding Exclusions and Suspensions

Review date –

Research to inform Practice

- *The PACE approach – Dan Hughes*
- *‘Know me to teach me’ Louise Michelle Bomber*
- *Restorative practice: Placing relationships at the heart of teaching - Mark Finnis*
- *The Neurosequential Model - Dr Bruce Perry*
- *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, The Nurture Group Network.- Lucas,S., Insley,K. and Buckland,G. (2006)*

Appendix 1

The Zones of Regulation

What are the Zones?

These are based upon the work of Leah M Kuypers and link well to the idea of Growth Mindset and the work of Carol Dweck. The Zones are a systematic, cognitive behavioural approach used to teach self regulation by categorising all the different ways we feel, and states of alertness we experience, into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of, and independent in, controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

The Four Zones: Our Feelings & States Determine Our Zone

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored. The Zones can be compared with traffic signs.

- When given a green light or in the Green Zone, one is “good to go”.
- A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- A red light or stop sign means stop, and when one is in the Red Zone this often is the case.
- The Blue Zone can be compared with the rest area signs where one goes to rest or re-energize.

All of the zones are natural to experience, and the framework focuses on teaching students how to recognise and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, children are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, children may still be in the

Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.

The following image, illustrates the different Zones

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

The ZONES of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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 From The Zones of Regulation™ by Leah M. Kuypers • Available at www.socialthinking.com

The following questions may be discussed in a Restorative Practice session.

Has someone been hurt? **YES** **NO**

How was the 'hurt' caused? 

What are the details of this? 

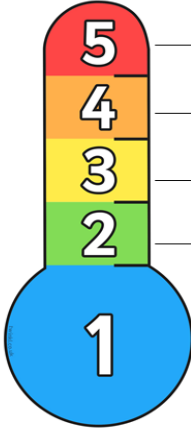
How do the people involved feel? 

What needs to happen to resolve this? 

At Stamshaw Junior when we have resolved our problem, it is finished.

We know we can ask for help if we need to. 

Think about how you felt at the start of the restorative conversation?



5: Angry, hurt, worried, frustrated, annoyed, hot, upset, loud, quick heart beat

4: Hurt, frustrated, annoyed, upset, loud, breathing slowing, listening to others

3: Upset, understanding, calmer, listening, resolving, time to reflect

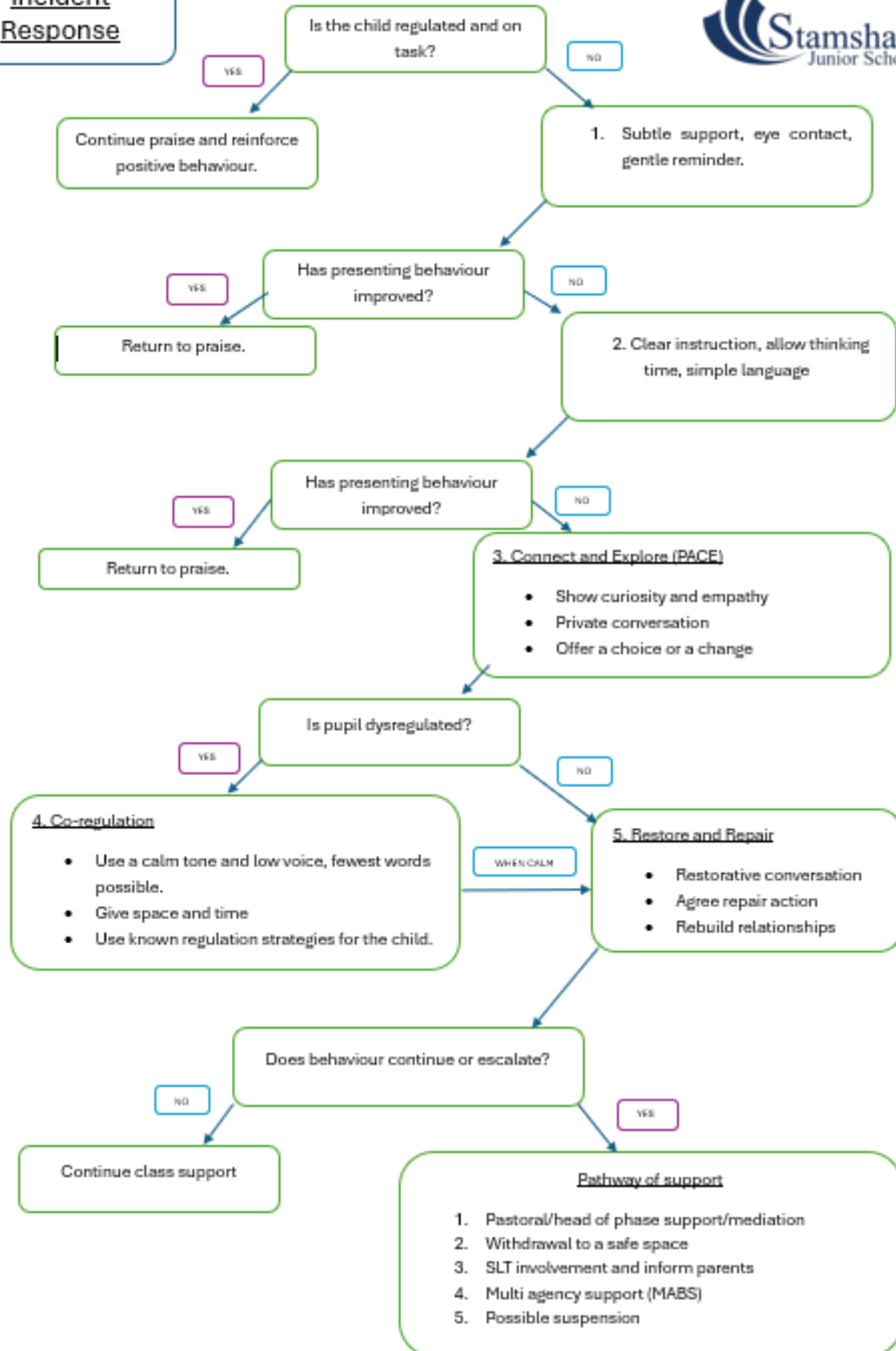
2: Ready for learning, reflective, asking for help, willing to listen and support

1: Ready to learn, calm and safe

How do you feel now the restorative conversation has taken place?

Appendix 3

Incident Response



If you need additional support to meet the behavioural needs of a child...



Further information may be found by clicking on the following links:

[What is restorative practice? \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)

[What is Restorative Practice? | Schools & Social Work \(highspeedtraining.co.uk\)](http://highspeedtraining.co.uk)

[Restorative practice in schools | Restorative Justice Council](#)