

Park Hill Primary School

Relationships Policy

2024/2025



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1. Introduction

This policy is designed to promote a positive ethos of good behaviour in which children can work and play together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre.

Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be supported, managed and enhanced to enable them to access learning.

Central to this are our school values:

RESPECT

Maintaining **relationships**.

We recognise that building trust and maintaining strong, positive relationships is vital and should be the heart of all we do - we want children to want to work hard but overall feel valued for who they are.

RESPONSIBILITY

Keeping everyone **safe**.

Following simple, clear instructions with agreed consequences and a restorative and trauma informed approach.

We know that our actions affect everyone. Our responsibility to ourselves and others is to keep everyone safe and happy at school.

RESILIENCE

Approaching learning with **curiosity and determination**.

We know that life and learning are full of challenges. We want children to know that making mistakes is part of the learning process and that they have the support to be courageous when overcoming obstacles.

1.a. Aims and Objectives

Park Hill Primary Schools aims to **empower our children for lifelong learning** by providing a caring, calm and secure environment in which **resilience**, tolerance, understanding and **respect** is fostered. We aim to promote a positive culture and to encourage in all pupils, a sense of **responsibility** to themselves, to our school and to the wider community. This is achieved through a collaboration with governors, staff, pupils and parents/carers.

We aim to:

- Provide a high-quality learning experience which raises the aspirations and achievements of all alongside developing social, emotional and behavioural skills
- Foster positive attitudes towards self and others, which recognises and values achievements at all levels
- Enable pupils to recognise and appreciate appropriate behaviour
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices
- Provide a consistent approach to behaviour management across school
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences
- Enable pupils to feel safe in our school

- Implement mental health and trauma informed approaches to behaviour in our school

This Relationships Policy seeks to inform, guide and support staff, parents/carers and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice.

1. Consistent trauma-informed approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Organisation and facilities
5. Rewards and consequences
6. Behaviour strategies and the teaching of good behaviour
7. Staff development and support
8. Pupil support systems
9. Liaison with parents/carers and other agencies
10. Managing pupil transition

Park Hill Primary School is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

To this end, Park Hill Primary School is committed to educational practices which **Protect, Regulate, Relate and Reflect (Appendix 1)**.

2. Ethos

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. Through this policy, we also seek to promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims, we will:

- provide a clear set of values, rewards and consequences
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school
- ensure that there are consistent nurturing practices across the school
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know the school will deal with it

3. Classroom Management

When children start at Park Hill, we take the children on a journey towards the whole school vision to prepare the children to be **Respectful, Responsible, and Resilient** Park Hill Citizens. We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils. Expectations and routine are explicitly taught to the children to ensure consistency of approach.

In our school, all pupils are expected to:

Be RESPECTFUL

By first developing close **relationships** with children and parents, we work as a team to help children begin to understand boundaries and develop that all important sense of right and wrong. This is only possible by respecting the points of view of all parties involved with each child and then taking the time to explain why rules exist.

Show RESPONSIBILITY

We support children, and their families, to take **responsibility** for their actions, encouraging honesty but with an acceptance that sometimes we get it wrong and that is how we learn.

Be RESILIENT

We provide the children the safety of clear boundaries which helps them to develop the **resilience** to do the right thing safe in the knowledge of what is expected, with outcomes that are clear and consistent.

We encourage the use of a reflective space as a positive step towards our behaviour goals, using it to show adults and ourselves **respect** by taking time out when it is needed, developing the **resilience** required to accept our mistakes and the **responsibility** of knowing we have a safe space to repair our behaviour.

Our expectations are clearly displayed in every classroom (**Appendix 2**) and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies.

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying, whether they are observed by staff or reported by a pupil or parent, will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/Carers will always be verbally informed if their child has been physically aggressive towards other pupils, staff or property, or if they have been the perpetrator or victim of bullying.

4. Organisation and Facilities

Teachers establish strong routines both in their classrooms and across our school which help greatly to ensure the smooth running of the school day.

Due to their individual needs, there may be times when a pupil may not be managing within a group and require a period of reflection or calm down time. This may be done using a quiet space or room.

In these situations, children are monitored at all times by an adult and for no longer than necessary. This time should be used as constructively as possible and children are supported with getting back into class.

5. Rewards and Consequences

At Park Hill Primary School, we believe in fostering a positive and supportive environment where positive behaviour is consistently acknowledged and celebrated. Every member of our school community is treated with **unconditional positive regard**, and we recognise that celebrating positive choices not only reinforces those behaviours but also inspires others to follow suit. Through regular and meaningful recognition, rewards and encouragements, we aim to create a culture where all children feel valued and motivated to contribute to a respectful and harmonious culture and community.

5.a. Recognition of Positive Behaviour

We regularly recognise and celebrate the achievements of staff and children. Rewards and incentives for children can be individual or shared with a group or their class. Our **Positivity at Park Hill** posters is clearly displayed in every classroom (**Appendix 3**) and around the building in communal spaces.

- **House Team Tokens** will be given out by any member of staff, including visitors as a reward for any positive behaviour.
- Each classroom will have a **Token collection system** and each week these will be placed into the whole school token tubes.
- The tubes will be in house teams so that children can track their success. There will be an agreed amount needed from all house teams in order to reward all children with a **House Team Treat Afternoon**.
- Each week a **Star of the Week Assembly** will take place celebrating children who have demonstrated the school values.
- Every Friday afternoon, children who have not received a Reflective Break will take part in **Reward Time**
- Each half term, there will be an '**Always**' assembly, which celebrates those children who consistently demonstrate our school values
- Once a week there is a **Subject Celebration** where children are able to present their work to a Subject Leader – they will share the success and receive a recognition sticker.

5.b. Unacceptable Behaviour

Although our school aims to focus on positives at all times, there are occasions when some pupils may display unacceptable, inappropriate behaviour or unsafe behaviour.

We believe that behaviour is a form of communication, and all our staff will undergo regular Trauma Informed training. At Park Hill, staff understand that presented behaviour is often an outcome or response to ACES, with more lying beneath what we see at the surface of **the iceberg** (**Appendix 4**). With this in mind, we will adopt and implement trauma-informed strategies that explore the underlying causes of behaviour which support with anticipating unacceptable behaviour.

Unacceptable behaviour should be recorded on the behaviour tracker and have reflective conversations and/or logical consequences with Class Teacher, Assistant Headteacher or Deputy Headteacher/Headteacher depending on where it falls in the '**Levels of Behaviour**' (**Appendix 5**). These consequences must happen on the day of the noted behaviour or as near as possible to the incident.

Every time a child reaches '**0.3. Time to Reflect**' and a restorative conversation happens, **parents must be notified** via a phone call or a face-to-face conversation/meeting.

An ongoing dialogue with a parent must also take place for any '0.2. Chance to Change' behaviours.

To ensure a consistent approach, and support our staff during conversations with children and parents, the '**Behaviour System in Practice**' guide should be referred to (**Appendix 6**).

5.c. Bullying

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. Bullying can occur through several types of anti-social behaviour. It can be:

- **Physical:** A child can be physically punched, kicked, hit, spat at, etc.
- **Verbal:** Verbal abuse can take the form of name calling or teasing that causes distress. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- **Exclusions:** A child can be bullied simply by being excluded from discussions/activities, with those they believe to be friends.
- **Damage to property or theft:** Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.

It involves the abuse of power; it is persistent and it is personal to the individual child. Bullying is anything that is a form of emotional or psychological aggression, which is painful to the victim.

With any incident of bullying, including racism, an investigation will take place that seeks to understand the full picture and ensure that action is taken swiftly.

Incidents of bullying will be logged on CPOMS and continue to be monitored by the Safeguarding team. Parents and other colleagues will also be notified in order to identify and monitor incidents of bullying, as well as supporting with developing positive attitudes towards all pupils, in line with our belief that '**we all belong here**'.

Care will always be given to the victim of any incident; the form this takes will also be recorded on CPOMS.

5.d. Consequences

We want pupils to take **responsibility** for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. However, this process does not replace consequences.

At Park Hill Primary School, we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children.

Consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and that they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

Consequences across our school may include but are not exclusive to the following list:

- Verbal rule reminders
- Verbal warning given and inappropriate behaviour explained; expectation for improvement given
- A loss of a privilege
- Extra work/repeating work which is unsatisfactory
- Missing a break time, instead discussing the problem and identifying solutions
- Internal exclusion
- Fixed term exclusion

Natural Consequences

Occur without intervention from staff and help children to understand the direct impact of their actions and the importance of their cooperation. Discussion around natural consequences provide an opportunity for nurture and to help pupils understand that they can trust that the adults around them to help and value them even if they make a mistake.

For example:

Action	Natural Consequence
A pupil waters the class plants	The plants thrive and brighten the classroom
A pupil shares their toys or resources	They enjoy more collaborative and positive play experiences with their peers
A pupil leaves their belongings scattered around the classroom	They struggle to find their items when needed
A pupil ignores the rules of a game	The game becomes chaotic and others may not want to play with them
A pupil speaks rudely to a friend	The friend feels hurt and may not want to spend time with them
A pupil refuses to join in a group activity	The pupil misses out on learning opportunities, peer interactions or contributing to the group which may make them feel left out or unprepared later on

Although natural consequences can help children and young people, there are times **when natural consequences are not suitable:**

1. When they could be at risk, e.g. putting themselves or others in danger
2. When natural consequences have negative impacts on others, e.g. damaging others property/hurting others/disturbing learning
3. When the natural consequences don't seem negative to the young person but the natural consequences could impact their health and wellbeing, e.g the consumption of energy drinks may lead to a ban in school and confiscation

Logical Consequences

If natural consequences are not possible or safe, then adults may choose to enforce consequences that are directly linked to the behaviour. These consequences are **carried out with empathy** and ensured the young person is not hurt (shamed) by the consequence.

For example:

Action	Natural Consequence	Logical Consequence
A pupil helps to clean up the classroom without being asked	The classroom space becomes a tidy space for everyone	The student is thanked publicly or given an enjoyable classroom responsibility
A pupil consistently follows the school rules	They build positive friendships and are seen as a role model	They may be chosen for an award to be celebrated in assembly
A pupil speaks over others during group discussions	Their peers may feel frustrated and stop engaging with them	The student is asked to practise active listening and may have to wait for others to finish before sharing their ideas
A pupil disrupts others during a lesson by calling out	The learning environment becomes difficult for everyone	The student is moved to a quieter area to reflect on their behaviour and given tools to participate respectfully
A pupil pushes another in line	The other student may feel hurt or upset	The student is asked to apologise and demonstrate walking safely in line, possibly shadowing an adult for guidance

However, not all children may understand, pre-empt or predict the outcome of their actions. Talking to children about their behaviour and choices may be supported by **the emotion coaching script** in **Appendix 7**.

For some children, the factors linked to their behaviour are not always within their control. When this is the case, Pastoral Staff or Senior Leadership will become involved in order to support the child with their behaviour.

Exclusions

Internal exclusions are given with the agreement of the Senior Leadership Team and recorded appropriately. A fixed term exclusion is the decision of the headteacher following an investigation.

Internal and fixed term exclusions are usually consequences for behaviour which have caused significant health and safety risks or have had a significant impact upon the safety or learning of others.

Fixed term and permanent exclusion will follow the guidelines set by the DFE (see exclusion policy).

Reintegration Meetings

A meeting with the Safeguarding Team is **an important step** to welcoming a child back into school who has received a fixed term exclusion. The meetings are a chance to reflect on the child's behaviour up until that point and to **establish a supportive way forward** so that their return to school is a fresh and positive start.

6. Behaviour strategies

At Park Hill Primary School, we recognise that good behaviour needs to be modelled and taught. We embed the PACE (Play, Acceptance, Curiosity and Empathy) approach originated by Hughes in order to support a child's social engagement system. The development of positive pupil/staff relationships, along with effective teaching which **recognises individual needs**, encourages children to behave in appropriate and less challenging ways.

Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a supportive known adult
- Pastoral or Teaching Assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of the Nurture Nest as a quiet space

6.a. Routines Outside the Classroom

Corridors and movement around the school

Pupils should be encouraged by all staff to move around the school in a **safe and respectful** way.

- **'Hands Up'** for attention – wait for children to listen and be ready until any actions are continued.
- **'Wonderful Walking'** should be encouraged, modelled and promoted by all.
- **'Legendary Lining Up'** should be modelled and encouraged by all once the whistle is blown at the end of break time.
- **Meet and Greet** in the mornings is a non-negotiable and should set the day up for polite, respectful and well modelled behaviour. All staff should point out any exemplary behaviour and note this, so pupils can see that others know and feel good about what they are doing.

Breaktimes

In order to model appropriate behaviour in the playground, teaching and support staff play games and encourage the children to play appropriately with their peers. Staff will supervise children during break and lunch at all times and a rota for this is in place. This establishes **strong relationships** between pupils and staff, providing secure attachments and key adult figures.

Lunchtime Supervisors may give children stickers for positive behaviour at lunchtime, and they must:

1. Focus on positive praise and modelling positive behaviours
2. Hand up to line up – insist on quiet so children can listen to instructions
3. Lunchtime Supervisor to inform child of inappropriate behaviour, talk to the child and attempt to resolve the issue straight away
4. If serious, refer to class teacher – the **'Levels of Behaviour'** must be used

Lunch time Staff will also be encouraged to use the **Tokens** as a reward for positive behaviour at lunch time.

6.b. Use of Reasonable Force

Occasionally staff may need to use reasonable force in order to:

- To maintain the safety of pupils and staff.
- To prevent serious breaches of school discipline.
- To prevent serious damage to property.

Staff Authorised to Use Force

'All teachers and staff, the Headteacher has authorised to have control or charge of pupils, automatically have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.'

At Park Hill this includes all teachers, teaching assistants, and admin staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. If reasonable force is necessary, then staff will ensure that there is at least a second member of staff with them where possible. When using reasonable force staff will seek to use '**Positive Handling**' strategies.

The Governing Body of Park Hill has adopted DFE guidance on 'the Use of Force to Control or Restrain Pupils'. Most of the guidance is non-statutory, though staff are strongly advised to follow all sections of the guidance, but the section on 'recording and reporting significant incidents' is statutory.

Temporary authorisation can also be granted in specified circumstances such as volunteer parents helping on a school trip but this is under specific direction of a supervising member of staff.

Use of force is only used as a last resort. Effective relationships are developed between staff and pupils with all learning backing this up. Staff are also given guidance and training in how to manage pupil behaviour.

All staff are made aware of the children in school who have additional needs, access to key information on SharePoint and training given to all lunchtime supervisors so that they have a knowledge of the needs of the children as well as strategies to be used with them.

Please refer to Use of Reasonable Force policy for further details.

7. Staff Development and Support

The induction of new staff includes an introduction to our Relationships Policy. Staff briefings throughout the week enable relevant information about children to be shared.

Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include:

- Informal and private conversations with colleagues
- Staff debriefing
- Formal mentoring
- Supervision
- Annual appraisal
- Staff meetings

Regular and on-going training is provided to ensure that all staff are skilled professionals and can manage challenging behaviour in a consistent and professional manner.

8. Pupil Support Systems

Pupils are expected to adhere to the agreed school expectations and strive to meet and reflect on their personalised behaviour targets. Pupils are able to request 'time to talk' with a member of staff they feel comfortable with through the use of 'time out cards'.

8.a. 'Girls on Board'

Friendships are hugely important to all children. Unfortunately, they are not always easy to maintain, especially for girls. For many reasons, girls' **friendships can be complicated and fragile**, and resolving conflict can seem impossible. This is extremely upsetting for girls, but also for their parents and teachers, who are often desperate to support but are frustrated when the problems persist.

At Park Hill, we know that **children learn best when they are happy**. We want school to be a place where children feel safe and supported, so that they can thrive academically as well as learning the social skills they will need throughout their lives. We want to **teach children to form trusting, reliable friendships**, understanding that there will be arguments, but also knowing how to navigate these.

'Girls on Board' is an approach which acknowledges that **adult intervention rarely works in resolving conflict between girls**. This approach involves facilitating sessions which "hold up a mirror" for them to reflect on their own behaviour and that of their friends. Through role-play and discussion, girls are 'coached' to understand the roles within a friendship group and develop the skills for negotiation. In many cases, they will be able to work through their issues as a group; in some cases, they may come to realise that the friendship is not a positive one and choose other friends.

School will:

- Work with the girls involved on what they want and how they can make this happen
- Use a 'Girls on Board' session to allow students to reflect on the problem and how it might be resolved
- Discuss specific incidents or concerns with parents

Where students' behaviour does not uphold our school values, or where we believe bullying has occurred, pupils may receive a sanction in line with the behaviour policy.

8.b Regulatory Support Systems

Movement Breaks

Movement breaks are used with identified children as proactive strategies to help them regulate during the school day. These may be led by an adult or used independently by children depending on the strategy and the child's age.

These are created by the SENDCO, Pastoral Team and Teaching Staff.

Forest School and Creative Club

This provision is accessed by identified children to support them with regulation, resilience and focus.

8.c. Relational Plans

Relational Plans are designed to support children who require a more individualised approach to the behaviour system. These relational plans follow an evidence informed 'Circle of Adults' procedure where key school adults reflect on a child's strengths and challenges in the context of their lived experience. These are created by the SENDCO and shared with all staff.

The number of children needing such plans is very small. The system as outlined in the 'Behaviour System in Practice' guide (Appendix 6) will apply to all other children.

8.d Monitoring Behaviour

We use a range of strategies to support children with making the right choices.

Use of a Behaviour Tracker

Teachers will use an internal behaviour tracker which is updated every day. This makes note of where children's behaviour falls in the 'Levels of Behaviour' (Appendix 5) document. This allows staff to **identify triggers and patterns of behaviour**, supporting their thinking around any next steps they must take to support a child with making the right choices.

Positive Pause

A **Positive Pause** is a mechanism to support children who have received three reminders for demonstrating '0.2. Chance to Change' behaviours. Moving to a reflective space will afford children with time out from an activity to regulate and reflect on what continued behaviour may result in.

For those children who are not able to self-regulate, a Positive Pause will take place with an adult. Once the Positive Pause is over, the child will be welcomed back to the classroom.

Reflective Break

Where children have received a **4th Reminder** or behaved in a way that is reflected in '0.3. Time to Reflect', a **Reflective Break** will be given for 10 minutes. This will take place during the next available break time. Where a child has received a Reflective Break, they will also miss some or all of reward time on a Friday.

During Reflective Break, the Senior Leadership Team will undertake a **reflective conversation** with pupils, helping them to consider their behaviour and the impact this has on themselves and others.

Children who are receiving more than one Reflective Break in a week must be raised at the appropriate Phase Meeting by their Class Teacher. The appropriate Assistant Headteacher will communicate this with parents and time will be taken to look at the reasons for the behaviour, and any contributing factors.

Parent Meeting

Where behaviour continues to escalate the Headteacher will schedule a meeting with parents. Where necessary, governors will also be consulted to consider any further next steps.

Some types of behaviour will be escalated straight directly to the Headteacher, or Deputy Headteacher, in their absence – see '0.4. Parent Meeting' in 'Levels of Behaviour' document (Appendix 5).

Use of a Monitoring Tool

Where behaviour continues to escalate, or more information is required, we use daily monitoring tools to track triggers and patterns in some children's behaviour. These tools are reviewed regularly by staff to ensure that appropriate support is in place.

These tools are shared with parents at regularly scheduled meetings and are phased out in response to positive changes in children's behaviour.

Involving Assistant Headteachers

The appropriate Assistant Headteacher should be made aware of any ongoing concerns by class teachers. Where the same child is repeatedly having restorative conversations with a class teacher with no positive impact on their behaviour, the Assistant Headteacher must be notified. It would be expected that the Assistant Headteacher will then meet with the child to have a restorative conversation (or several if needed).

Communication with Home

All staff are encouraged to communicate instances of all types of behaviour with parents. This should be done **face-to-face or via telephone** where possible. Where the behaviour has reached a level where the Assistant Headteacher is involved, they will check with the class teacher that parent/carer communication has already taken place. At the discretion of the Assistant Headteacher, and in conversation with the Deputy Headteacher or Headteacher, the Assistant Headteacher will then speak to parents/carers face-to-face or via telephone to formalise their concerns.

8.e Safeguarding and SENDCO Weekly Meetings

Our Safeguarding and SENDCO team **meet each week to review behaviour** in school and discuss supportive strategies for those children who need it. If necessary, other meetings may be scheduled in addition to this which involve all or part of the Safeguarding team.

Monitoring tools, relational plans and risk assessments may be put in place following these meetings. These tools are developed alongside parents and other outside agencies may be involved.

Where behaviour continues to escalate the Class Teacher and Headteacher will schedule a meeting with parents, and where necessary, governors will also be consulted to consider any further next steps.

9. Liaison with parents/carers

Parental support for our Relationships Policy, and the encouragement of their child to adhere to it, is an important part of making positive changes to children's attitudes and behaviour.

Consequences should always be reinforced by telephone calls, letters to parents and recorded on our school's system. Internal and fixed term exclusions will be shared with parents and any supporting agencies

9.a. Parental Concerns about Relationship and Behaviour Issues

Parents/Carers are encouraged to contact our school whenever they need to with any concerns they may have and are encouraged to be proactive in sharing and solving problems as they arise.

If a parent or carer has concerns regarding how a behavioural issue has been dealt with then they should follow the protocol below:

1. Report the issue to the class teacher
2. If necessary, escalate to the relevant Assistant Head:
 - EYFS: Miss Scott
 - KS1: Ms Wear
 - KS2: Miss Doyle
3. Make an appointment with our headteacher, Mr Griffin (or in his absence Miss Swidryk, Deputy Headteacher) in order to investigate further if required.
Feedback on the issue will be given within two working days.

If, following the first three steps, a parent/carers feels that a behavioural issue hasn't been resolved in line with their expectations then they should put the matter in writing to Mr Griffin and the Chair of Governors. This matter will then be investigated by the Governing Body.

10. Managing Pupil Transition

Changing school is often a time of increased anxiety for pupils and may result in behaviours escalating. We aim to support pupils and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

Protect, Regulate, Relate and Reflect



Protect

- Warm hellos and goodbyes at the classroom door
- Staff trained in PACE
- Interactions are socially engaging and not socially defensive
- Access to emotionally available adults
- An adjustment of expectations for vulnerable children
- Clear, confidential and non-shaming systems for help/talk time



Regulate

- Relational interventions designed to reduce stress hormones
- The emotional well-being of staff is a priority



Relate

- A whole school commitment to children seeing themselves, their relationships and the world positively
- Children are provided with repeated relational opportunities to help them feel psychologically safe



Reflect

- Staff training in the art of good listening, empathy and understanding
- Curriculum content helps children to make informed choices about how they relate to others, how they live their lives and how they treat their bodies, minds and brains.
- Staff training on helping children to move on from 'behaving' their painful life experiences to reflecting on them



BEHAVIOUR AT PARK HILL

What happens when my behaviour does not show **respect**, **responsibility** and **resilience**?



Ready to Learn

1

First Reminder

2

Second Reminder

3

Positive Pause

4

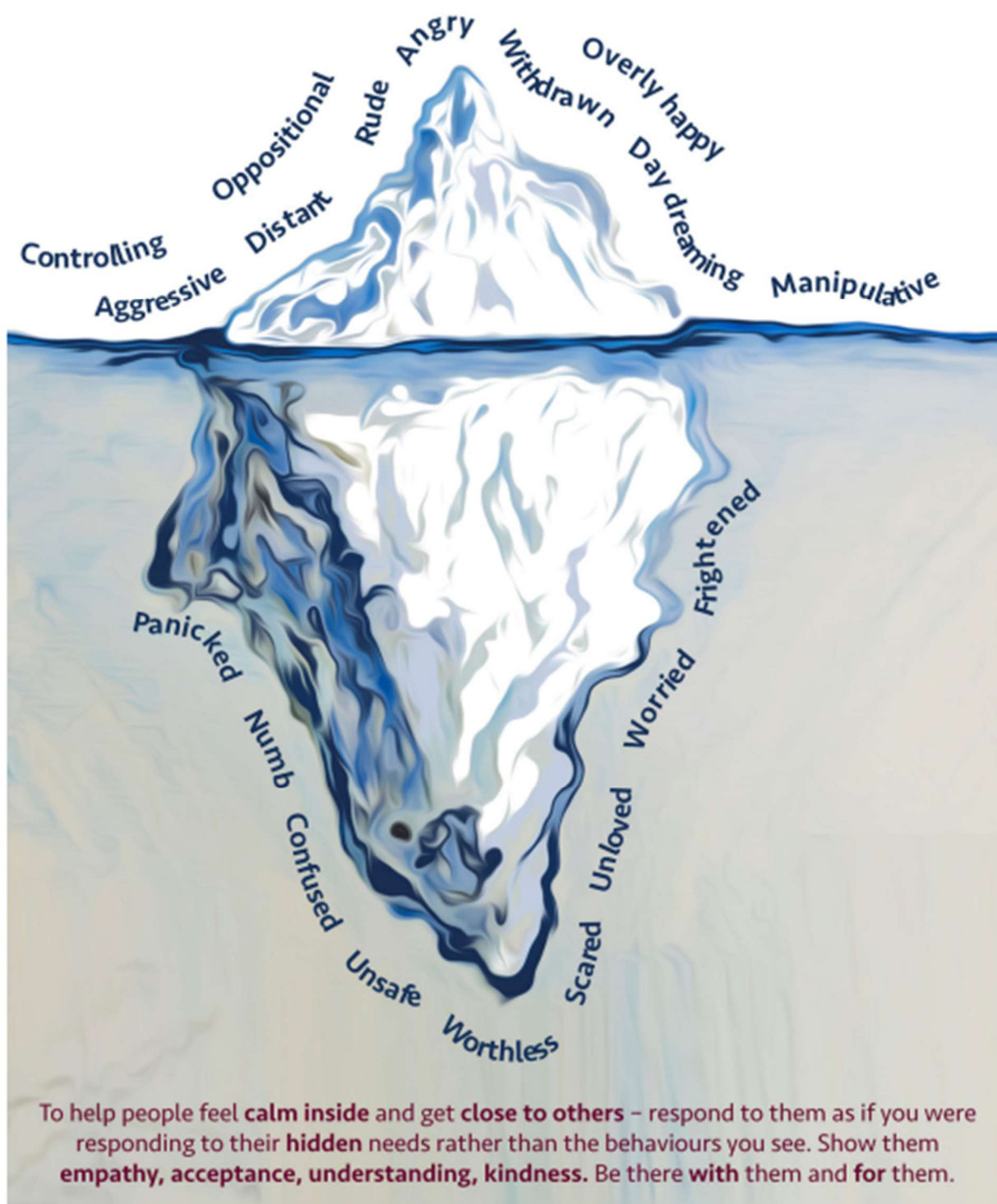
Reflective Break



Appendix 3 – 'Positivity at Park Hill' Poster

Bringing Hidden Needs To The Surface

People of all ages, from babies to old age, find ways to **manage their emotions** so that they feel as **protected** and as **safe** as possible. It is human instinct to do this. We guard ourselves against feeling **too vulnerable** by showing the world behaviours which keeps others at a **safe distance**. Our 'real' needs are **buried deep below** the surface where they are hard to see.



LEVELS OF BEHAVIOUR AT PARK HILL



Class Teacher



01. READY TO LEARN

Showing our school values
Being organised and ready to learn
Showing kindness or encouraging others
Trying or achieving something new
Being helpful
Showing enthusiasm and enjoyment for learning
Consistent effort, particularly in the face of challenges

02. CHANCE TO CHANGE

Disrespectful behaviour towards staff or pupils
Not following instructions
Low-level disruption such as: not being on task, wasting time, poor attitude, not following school rules

Any persistent low level behaviour can be escalated to a high level if causing a concern for staff



Class Teacher

Assistant Headteacher



03. TIME TO REFLECT

Violence towards other children, including when playing football: hitting, kicking, punching, biting
Continued refusal of instructions
Vandalism of school or other children's property
Stealing
Deliberate, persistent or malicious lying
Inappropriate bad language; teasing, name calling or derogatory comments

04. PARENT MEETING

Racial abuse; Bullying/threatening behaviour
Bringing dangerous and prohibited items into school
Leaving school premises without consent
Hurting a member of staff
Persistent or serious instances of the above



Head Teacher

BEHAVIOUR SYSTEM IN PRACTICE



Class Teacher



01. READY TO LEARN

Praise and rewards given as per school policy, such as:

- Verbal Praise
- House Points
- Presentation of 'Star of the Week' Certificate
- Nomination for 'Always' Assembly

02. CHANCE TO CHANGE

Children can receive up to 4 Reminders. 1-2 is enough for most children.

3rd Reminders

- Logged on the Behaviour Tracker
- Results in a **Positive Pause***

4th Reminders

- Logged on the Behaviour Tracker and CPOMS
- Results in a **Reflective Break**

*If a child cannot self-regulate, their Positive Pause must be with an adult



Class Teacher

Assistant Headteacher



03. TIME TO REFLECT

Where behaviour has been escalated to this stage or to an Assistant Headteacher, a **Reflective Break** will be given, lasting for 10 minutes.

As a result of this, a slip is completed for parents and a CPOMS action is logged.

Persistent appearances in Reflective Break must be raised during Phase Meetings for further consideration from Assistant Headteachers.

04. PARENT MEETING

Where parental contact has been made, a CPOMS incident and all associated actions will be logged.

Additional supportive measures will be considered to prevent further instances of inappropriate or unsafe behaviour.



Head Teacher

All staff are encouraged to communicate instances of all types of behaviour with parents. This should be done face-to-face or via telephone where possible.

This script keeps the focus on empathising and labelling the child's experience and emotions, maintaining their dignity, and promoting positive problem-solving while holding them accountable for their actions.

1. Labelling Look for physical and verbal signs of the emotion being felt. Take on the child's perspective, using words to reflect their emotion and label it.	<i>I wonder if you're feeling angry. I can see that you are (describe what you can see). I wonder if you are feeling angry. The way you are feeling is making you/made you angry. You're angry about... I know you are feeling angry... I can see that something's not quite right – can you help me understand...</i>
2. Empathising Affirm and empathise with the emotion; allow to calm down	<i>I'm sorry that happened to you, you must have felt angry. I can see that you get angry when that happens/when I do this. I would feel angry if that happened to me. That would make me angry. It's normal/ok to feel angry about that. I get that you are angry. I can understand you're feeling angry – I would too. I know you're angry – I would feel the same.</i>
3. Limit Setting Separate emotion from the behaviour (actions) and clarify what is an acceptable expression of emotion/behaviour and what is not; set the limit and allow to calm	<i>It's ok to feel angry, but we use kind hands in school. I can see that you feel annoyed. It isn't kind to shout at your teacher. You are probably feeling cross because you want to go and play with your friends. Remember, we need to show that we are feeling calm and ready to listen first.</i>
4. Exploring Exploring the feelings that give rise to the behaviour/problem/situation; be specific	<i>How were you feeling when that happened? What did it make you feel like? Have you felt that way before? What does your body feel like? What does it make you want to do? Can you help me understand what happened?</i>
5. Problem Solving Identifying alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviours/actions; empowering children to recognise feelings, take responsibility for actions and self-regulate in future	<i>Let's think of what we could have done instead. Can you think of a different way? Have you thought about doing 'this' instead? Can you remember what we said last time? Can you remember how you solved it before?</i>
5. Solutions Agreeing possible solutions; scaffolding suggestions where appropriate	<i>Try and do 'this' next time you feel like this. Let's decide what you will do next time you feel like this. What could you try next time? Can you remember what we agreed...</i>