



Behaviour & Relational Policy



This policy was written by staff, parents and children in consultation with the Governing Body

29th November 2023

Georgian Gardens Community Primary School
Relational Policy

Statement

At Georgian Gardens we are committed to creating an environment that is safe, where everyone feels respected and where children come to school ready to be engaged in learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Rationale

As a Thrive school, we recognise that well-being and behaviour are inextricably linked. The Thrive approach, and the neuroscience and attachment theory behind it, provide us with an understanding of the direct link between positive mental health, well-being and educational outcomes. It is therefore vital that well-being is at the heart of our school offer.

We recognise that behaviour is a form of communication. We believe we are responsible for listening to a child's needs expressed through their behaviour, whilst setting clear boundaries and expectations. We encourage all of our school community to recognise both their rights and responsibilities.

Guided by the Thrive approach and the work we are doing with the Mental Health Support Team (MHST/Thought-full), we focus on developing connections and supporting a healthy emotional development. We do this by putting relationships at the heart of our whole school approach. By listening and responding to our children's voices, we create and foster a safe and happy environment where all feel safe, secure, listened to and respected.

This Relational Policy links to other school policies and documents including:

- Keeping Children Safe in Education
- Safeguarding and Child Protection policy
- Peer on Peer Abuse Policy
- Anti-bullying policy
- Positive Handling Policy
- Home-School Agreement

The Relational Policy refers to DfE statutory guidance and documents that should be read alongside this policy.

These include:

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- School Suspensions and permanent exclusions Sept 2022 updates
- Behaviour in Schools Sept 2022 update
- The Education and Inspections Act 2006
- Exclusion from maintained schools, Academies and pupil referral units in England 2012
- DfE Dealing with allegations of abuse against teachers and other staff.

Aims

The aim of our relational policy is to:

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To build a community which values kindness, care, good humour, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To provide guidance for our school community on how to support pupils to self-regulate and manage their behaviour so they feel safe and ready to learn.
- To underpin our beliefs with evidence-based practice and current research.
- To help children take control over their behaviour and be responsible for the consequences of it.

To achieve these aims we will:

- Create a school culture which has high expectations for good behaviour and supports lifelong learning.
- Provide a safe, nurturing environment, using responsibility, PACE (Playful, Acceptance, Curiosity and Empathy) and restorative approaches to promote positive behaviour.
- Promote self-awareness, self-control and acceptance of responsibility of our own action.
- Maintain a consistent, safe, caring and happy school community.
- Support children to develop a toolbox of strategies that support their regulation and emotional development. ie, Zones of Regulation (Appendix 5).

At Georgian Gardens, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

- We understand behaviour communicates unmet needs and can separate the child from their behaviour. We assess and understand the pupils' needs by referring to their Thrive action plans and / or EHCPs.
- We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.
- We understand that each developmental stage in Thrive has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours to all stakeholders.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused and restorative approach to changing future behaviours.
- We keep in mind that we are the adults and that children are still growing, learning and developing. Mistakes are part of the learning process; we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it; instead, we support and guide our pupils to make appropriate choices.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude the use of sanctions as consequences, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore, the skills of self-control, empathy and emotional management.

- By supporting the growth of emotional development and self-regulating skills, pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.
- Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on personal and professional experiences and training and experiential learning. All staff will be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how and why it impacts on their behaviour.
- In recognition of the rupture and repair cycle, all incidents will conclude with a restorative conversation with the member of staff with whom the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained and grow stronger.

In Thrive, we teach that all children need to have the experience of an adult providing them with a secure base and calming them when they are physiologically dysregulated. We describe this as meeting '**Being**' needs by being a **co-regulator**.

- We also teach that all children need to have experienced having older wiser others (secure bases) to depart from to explore the world, while knowing they can retreat to this secure base in order to refuel, share experience and regulate in the face of danger or threat. We describe this as meeting '**Doing**' needs by being a **co-adventurer**.
- Finally, we emphasise that all children need adults who 'lend their brains' to children to help them make sense of the complex and often incoherent information all around them. Adults help to organise children's experiences, develop their capacity to reflect and support them to make mental representations of themselves in relationship with others and the world by holding the child's mind in their mind and reflecting this back to the child. We describe this as meeting '**Thinking**' needs by being the **co-constructor** of meaning.

The Georgian Gardens Approach

How will our staff behave?

- In a positive way
- Calmly
- Consistently

Our 3 rules

- Ready
- Respectful
- Safe

All staff, every day

- Will promote a positive culture
- PIP and RIP (Praise in Public and Reprimand in Private)*
- Provide early intervention to support children's behaviour
- Use VRFs (Vital Relational Functions)
- Use PACE
- Use the Zones of Regulation

Middle Leaders

- Will meet and greet, walk around and be visible in their year group
- Will go into lessons to catch children being positive
- Be visible at transition times
- Will encourage restorative conversations
- Engage in learning time and conduct learning walks to see positive behaviours, provide support and coach and model expectations

Our key ways to recognise conduct that is 'over and above'

- Sending a postcard home
- Phone call home
- Star of the week
- Recognition walls in every classroom
- Stickers
- House points
- Headteacher stickers
- Name on the board
- Positive praise

Adults in school

- Greet every child at the classroom door at the start of the day and at the start of the lesson following play and lunch times
- Be responsible for positive recognition in their classroom
- Practice the VRFs, PACE and Zones

Support Beyond the Classroom

- Same year group team member or another year group team member
- The Hub Team and Thrive Practitioners
- SLT relieve class teacher so the class teacher can speak with child out of class

Alternatives to Exclusion

- Meeting with child, parents and school staff to agree outcomes and reflect on difficulties and successes
- Assigning a mentor to the child to offer support and a positive role model
- Positive School Community payback ie, helping with a lunch club

Consistency in Practice

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel treated as valued individuals they respect adults and accept their authority. Thrive is not an intervention but a way of being. Regular training for staff in relation to the approaches used in school is in place and also forms a part of our staff induction process.

All staff

1. Build relationships by using the **VRFs**, **PACE** and **meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**' as non-negotiable rules.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all children.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with children.
8. **Never ignore** or walk past children who are behaving negatively. Always remind children about the expectations.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Meet and greet children at the beginning of the day on the gate
- Be a visible presence around the school, especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model the use of the VRFs, PACE and Zones of Regulation in their own interactions/practice
- Regularly share good practice
- Support staff in managing children with more complex or entrenched negative behaviours
- Ensure that the Relational Policy is consistently and skilfully followed.

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are the hardest to reach.

We will reward those children who demonstrate positive behaviours in and around school through verbal praise, stickers, house points and being awarded the Star of the Week.

There is also power in a postcard, and we look to use praise postcards to frame behaviours and work that is over and above expectation as well as the use of recognition boards in each classroom. Children who go 'over and above' may also have a phone call home. The expectation is for each member of staff to issue a postcard or phone home at least once per week.

Behaviour Steps

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All children must be given time in between steps to make good choices. *It is not possible to leap or accelerate steps for repeated low-level disruption. ie, jump steps.*

| Step | Action |
|--------------------------------------|---|
| 1. Relate | Consistent High quality teaching. Redirect children using the VRFs, PACE, Zones and gentle encouragement, a 'nudge' in the right direction (See Appendix 4). |
| 2. Reminder | A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary, but usually no more than on two occasions. |
| 3. Caution (The 30 second Script) | A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their good previous good conduct to prove that they can make good choices. |
| 4. Time In (within the classroom) | The child will go to a safe space within the classroom and they will have access to a calm box of resources until an adult can speak to the child privately as co-regulator. Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so. If this is at playtime, the child should have time out by sitting in the quiet area or standing with the adult. |
| 5. Time out | At this point the child will be referred internally to the children's well-being lead/Learning & Behaviour Mentor, a member of SLT or a Thrive Practitioner. They will have access to calm box resources until an adult can speak with the child privately as co-regulator. <i>(should be recorded on Bromcom).</i> |
| 6. Restorative Conversation | A restorative conversation should take place before the next lesson where possible but as soon as possible in order to repair with the adult where the rupture occurred. The Hub Team/Thrive Practitioners will support the reparation process if needed/wanted. |
| 7. Positive Report Card | The child will be supported with a Positive Report Card with agreed targets that will be monitored, shared at a meeting with the teacher, child, parent and a member of SLT. This will be recorded on Bromcom. The agreed targets will be monitored over the course of two weeks. There is a set format for this (see Appendix 1) |
| 8. Well-being Action Plan | A Well-being Action Plan aims to help a child to improve their social, emotional and behavioural skills. The plan will identify precise and specific targets for the child to work towards and should include the teacher, child, parents and a member of the Behaviour Team/SLT in the drafting process. There is a set format for this (see Appendix 2). |

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Steps 1 and 2 - PIP 'N' RIP

Praise in Public and Reprimand in Private

Consistent high quality teaching. Praise the positive behaviours you want to see, recognise and name good behaviours, move around the space, refocus through direct questioning, use polite but firm reminders. A **reminder** of the expectations for children **Ready, Respectful, Safe** delivered privately to the child and redirect using the VRFs and Pace.

Step 3 - The Caution

The **caution** then involves a conversation with the pupil that goes to redress their behaviour in the first instance. This will be undertaken at all levels. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

The 30 second script (get to the child's level):

- I noticed you are...(having trouble getting started/doing something you shouldn't be doing/behaving inappropriately/)
- I am wondering if you are feeling....
- You know we have a ready/respectful/safe rule in the classroom. It was the rule about ...(lining up/staying on task/bringing toys into school/not distracting others) that you broke.
- Do you remember when you...(got star of the week for.../got that positive note/did that really kind thing for...?
- That is who I need to see today...
- When I come back in __ minutes, I want to see how amazing you have done. Thank you for listening. (Now walk away – remember to return at the given time!)

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour.

Step 4 – Time In (Recorded on Bromcom)

If a child reaches this stage, they are beginning to dysregulate. Children will have a 'time in' for regulation in a space within the classroom. Children will be allowed to use the calm box until an adult can speak to the child privately as a co-regulator.

- The child will be asked to go to the allocated space in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques. The child is asked to speak to the teacher away from others.
- The adult will have a chance to speak to the child away from the class and will use WIN; 'I am wondering, imagining, noticing...'.
 - Boundaries are reset
 - Child is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
 - Child is given a final opportunity to reengage with the learning / follow instructions

The child should only be moved to a safe space if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If this is at playtime, the child should be with an adult.

For there to be a positive outcome from Time the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tools to be successful. This doesn't come from isolation of shame; it comes from practice and supported learning.

Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.

Step 5 – Time Out (Recorded on Bromcom)

If step 4 is unsuccessful, or if a child refuses a Time In within the classroom, then the child will spend some time with the children's well-being lead/Learning & Behaviour Mentor, a member of SLT or a Thrive Practitioner. Immediate support will be provided where the level of dysregulation increases risk for the child, other pupils or the staff member.

Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and if they are not, feels secure to ask for another member of staff to step in. A phone call home will be made to inform the parents and this step will be recorded on Bromcom.

Step 6 - Restorative Conversations (Recorded on Bromcom)

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

(Maya Angelou, 2015)

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without animosity. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

The key with a restorative conversation is to not react emotively to pupil responses; allow the child to recount their version of events, remembering that between your truth and their truth is *the* truth. The following questions can allow you to address the issue at hand and bring about resolution without confrontation:

1. What happened?
2. Who has been affected?
3. How have they been affected?
4. What needs to happen to make things right?
5. What will we do differently next time?

What to do when a child finds it difficult or is not ready to talk:

1. Okay, imagine if there were... (people affected/a way of putting it right/things you could do differently). What would they be?
2. 1-10 scales: 'On a scale of 1 to 10 how angry were you?
3. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today and have ___ sit with you and help you with the answers?'

Think about your positioning in the room, focus on the issue at hand (don't bring up previous incidents/events that aren't relevant) and plan the conclusion.

All staff will take responsibility for leading restorative conversations, The Hub Team, Middle Leaders and SLT will support when requested.

Step 7 - Positive Report Card

If a child is dysregulating regularly, then they will have individualised targets. Where a child continues to struggle with showing improved behaviours in school further support structures will be implemented in the form of a Positive Report Card. This will be a holistic approach by putting in wellbeing interventions alongside monitoring.

The Positive Report Card will support the child by setting a precise behaviour target that is achievable. The behaviour target will remain in place for a week, there will be 30 opportunities for success each recognised by a sticker. An achievement target (the number of stickers to be achieved) will be set by the Headteacher, Class Teacher Learning Mentor in conjunction with the child. A review is held at the end of each week and a decision made as to the best course of action. A child must achieve 30 stickers 2 weeks running for it to be considered that the PRC is no longer needed for support.

Daily Positive Reporting

| | |
|-----------------------|---|
| Could be prompted by: | persistent low level disruption to learning, or three or more moves out of the classroom within a half term. |
| Maximum Time Frame: | Two weeks. |
| Formative Measure: | Individual, specific targets set by Class Teacher at the end of each day for the following day (Today, I was pleased to notice that... tomorrow...) |
| Maintained by: | Class Teacher with SLT notified |

(Appendix 1)

This will look to address persistent low level disruption by praising the positive aspects of a child's behaviour in lessons, and providing them with immediate target setting at the end of each day for the following day. This will look to improve the child's behaviour within two weeks. At the end of two weeks a decision will be made by all involved parties as to the best course of action.

Step 8 – Well-Being Action Plan

| | |
|-----------------------|--|
| Could be prompted by: | Failure to respond to Daily Positive Reporting, or following incidents of more serious behaviour. |
| Maximum Time Frame: | Targets to be reviewed every 4 weeks at a WAP meeting. |
| Formative Measure: | Individual WAP meeting and specific targets agreed with Class Teacher, Behaviour Support/SLT, parents and child (where appropriate). |
| Maintained by: | Behaviour Support/SLT |

(Appendix 2)

A Well-Being Action Plan (WAP) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for fixed term or permanent exclusion. The effectiveness of the WAP relies on identifying the underlying causes of the child's behaviours; our Learning and Behaviour Mentor will seek to identify the barriers to behaviour in a 1:1 meeting with the child. The results of this mentoring session will be recommended to SLT and shared with parents as part of the WAP meeting; these will then help to form the formal targets for the child's WAP. A mentor will also be assigned to the child to offer support and a positive role model. This mentor will be of the child's choosing.

A child's behaviour may deteriorate before it improves when a WAP is introduced; rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a WAP for maximum success, especially with younger children.

The WAP will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child. Specific targets will be identified through the Thrive assessment.

More serious Behaviour Incidents

Where more serious behaviour incidents occur, we will look to deal with child consistently and subjectively in line with the incident and the individuals involved, with Class Teachers, The Hub Team and SLT utilising their knowledge of the child and their discretion.

Serious incidents need to be treated on an individual basis and the circumstances investigated. Any Exclusion would follow Government guidance, it could be considered for a first or 'one off' offence including for example:

- Sexual abuse or assault
- Serious actual or threatened violence against another pupil or a member of staff
- Supplying an illegal drug
- Bringing prohibited items in to school
- Carrying an offensive weapon
- Serious deliberate damage to school property
- Any pupil found to have made a malicious accusation against a member of staff

Suspension is not a decision which is taken lightly. Where possible, alternatives to suspension will be considered. ie, Positive school community payback ie, helping with a lunch club or activity, shadowing the child's chosen mentor, alternative arrangements for unstructured times of the school day.

An internal suspension will be given where possible over a suspension. Any decision to internally suspend a child must be made in conjunction with a member of SLT. Parents will be requested to attend a meeting with a member of SLT, Class Teacher and the child to agree outcomes and reflect on difficulties and successes.

Where a child is suspended, consideration should be given to the appropriate level of monitoring required when the child returns to lessons. Where a child is given a fixed term exclusion, or following a referral to outside agencies, the reports received will form the targets for their WAP.

For children with a special educational need, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets and building in steps to success are key.

External Support

In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us.

Agencies involved could include:

- The Learning and Behaviour Advisory Team (LBAT) – A Local Authority Team dedicated to providing in school advice and guidance in managing the needs of a specific child.
- Alternative Provision College (APC) – A Local Authority Team offering outreach support to schools for children displaying distressed or complex behaviours.
- Child and Adolescent Mental Health Service (CAMHS) – An NHS service dedicated to the Mental Health needs of an individual child.
- Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

This list is not exhaustive and the needs of the child will dictate which support is required. Parents will be informed and their views and consent sought should the school refer to one of the above agencies.

Appendix 1

Positive Report Card

| | | | | | | |
|---------------------------------------|----------|-------------------------|----------|--|----------|----------|
| Name: | | Class: | | Class Teacher: | | |
| Start Date: | | Target: (aim 30 max) | | Teaching Assistant: Mentor: | | |
| My Target: | | | | | | |
| | Lesson 1 | Playtime | Lesson 2 | Lunch Time | Lesson 3 | Lesson 4 |
| Monday | | | | | | |
| Tuesday | | | | | | |
| Wednesday | | | | | | |
| Thursday | | | | | | |
| Friday | | | | | | |
| First Week Review Number Achieved: | | | | | | |
| Pupil Views | | | | Views of Others | | |
| What am I doing well? | | | | What do others think I am doing well? | | |
| What could I improve further? | | | | What do others think I could improve further? | | |
| What could help me? | | | | What do others think they could do to help me? | | |

Appendix 2
Well-Being Action Plan 1 (WAP)

Date of First Meeting:

People invited:

Apologies:

| | |
|---|--|
| Name of pupil: DOB: Year Group: | School: Georgian Gardens C P School WAP Key Workers: Mentor: |
| Challenging behaviour (Incidents that have triggered this WAP): | |
| Summary of most recent interventions: | |
| Aim of WAP: | |
| School View | Pupil View |
| Parental View | Other |
| Agreed Support and Pupil Targets: | |

Next Meeting:

Well-Being Action Plan 2 (WAP)

Date of Interim Meeting:

People invited:

Apologies:

Summary of discussion:

Progress Towards Targets/Reviewed Support:

| | |
|-------------------------------|----------------|
| Agree New Targets and Support | Responsibility |
|-------------------------------|----------------|

Next Meeting:

Georgian Gardens C P School Relational Policy – One Page Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Our rules, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around behaviour.

Consistencies:

1. Build relationships by using the **VRFs, PACE** and **meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**' as non-negotiable rules.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all children.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with children.
8. **Never ignore** or walk past children who are behaving negatively. Always remind children about the expectations.

| Step | Action |
|---------------------------------------|---|
| 9. Relate | Consistent High quality teaching. Redirect children using the VRFs, PACE, Zones and gentle encouragement, a 'nudge' in the right direction. |
| 10. Reminder | A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary, but usually no more than on two occasions. |
| 11. Caution (The 30 second Script) | A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their good previous good conduct to prove that they can make good choices. |
| 12. Time In (within the classroom) | The child will go to a safe space within the classroom and they will have access to a calm box of resources until an adult can speak to the child privately as co-regulator. Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so. If this is at playtime, the child should have time out by sitting in the quiet area or standing with the adult. |
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| 14. Restorative Conversation | A restorative conversation should take place before the next lesson where possible but as soon as possible in order to repair with the adult where the rupture occurred. The Hub Team/Thrive Practitioners will support the reparation process if needed/wanted. |
| 15. Positive Report Card | The child will be supported with a Positive Report Card with agreed targets that will be monitored, shared at a meeting with the teacher, child, parent and a member of SLT. This will be recorded on Bromcom. The agreed targets will be monitored over the course of two weeks. |
| 16. Well-being Action Plan | A Well-being Action Plan aims to help a child to improve their social, emotional and behavioural skills. The plan will identify precise and specific targets for the child to work towards and should include the teacher, child, parents and a member of the Behaviour Team/SLT in the drafting process. |

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. **Staff will not write children's names on the board unless in recognition of good choices.**

We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

There is also power in a postcard, and we look to use praise postcards to frame behaviours and work that is over and above expectation as well as the use of recognition boards in each classroom. Children who go 'over and above' may also have a phone call home. The expectation is for each member of staff to issue a postcard or phone home at least once per week.

Appendix 4
Vital Relational Functions (VRFs)

In all interactions with pupils, staff endeavour to use the **Vital Relational Functions (VRFs)**. This is part of the Thrive approach and are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child's emotional, social and neurological development.

The VRFs are **Attune, Validate, Regulate** and **Contain**

Attune: Catch and match the feeling.

It means to step in to the child's world. You are demonstrating an understanding of how they are feeling by "catching and matching" their emotional state. What do you see happening? The child is dysregulated. The cognitive part of the brain is off line and they can not make rational choices.

Catch and match means to match using your voice, tone, pace and volume what you see the child doing. For example, "I can see you are really angry!" or "I can see you are really sad".

You are stepping into the child's world and saying what you see. This is **attuning** to the child's moment.

Validate: Stop the behaviour and validate the feeling.

"I could see you were really sad as you were hiding under the table. When I feel sad I like to be away from other people too".

"I could see you looked angry because you had your hands in a fist. When I feel angry, I like to go for a walk."

The point of this is to help the child to learn names for the feeling and to let them know that you understand how they are feeling. At this stage, you are still observing, not solving. You are demonstrating that their feelings are real and justified.

Regulate: Meet the intensity then calm and soothe.

You are communicating the capacity to regulate emotional states by modelling how to do it.

Children need to be able to learn to regulate. Whilst they are dysregulated they actually need an adult to help them to calm and soothe.

At this point, mindless tasks are very calming and allows the cognitive part of the brain that does the rational thinking to come back online. Examples of these tasks are things such as sorting buttons, colours, pencils, counting objects. Simple tasks will enable the child to calm. Do not talk about what has happened at this stage, just focus on the task.

Contain: Making the unbearable survivable.

You are offering their feelings back to them, named and in small pieces.

This is about helping the child to see sometimes big feelings are difficult for them to manage and they need your help as an adult. It is important that any behaviours are addressed.

"I could see you were feeling angry but we do not hit other people. Perhaps when you are feeling this way you could go to the quiet area in your classroom and do some breathing exercises/star jumps/have a drink/go for a walk."

It is important that the adult speaks with the child about the strategies they could use if they feel this was so they learn to unload big feelings safely.

Anger/frustration may need a physical action

Sad/low mood may need a quiet activity/space/den

Excited/elated may need an open space to run around

The provision of emotional containment by the adult who is working closely and regularly with the child, is a significant contributing factor to the child's developing capacity to contain and regulate his/her own emotions.

The relationship between a child and a significant adult can be an under-recognised and under-used resource so, by using Thrive, this relationship is enhanced.

It can help a child get ready to learn and enhance their learning, build positive relationships between a child and their peers and it can improve attainment.

PACE

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Real examples of **PACE** in action: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation.

Acceptance - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel.

I can see that this has made you feel really upset.' Avoiding saying things like, 'Oh it doesn't matter, don't be upset about a silly fall out.'

Curiosity- Enquire and check what the young person's emotional experience is.

'I wonder if you're feeling angry because of what X just said?'

Empathy - Show that you understand that how difficult they are finding things.

'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything.'

Appendix 5

Zones of Regulation

What is Zones of Regulation?

Zones is a way to help children understand about emotions, learning to recognise how they are feeling using colours.

At Georgian Gardens, we have Zones of Regulation displays in every classroom to support children with being able to recognise how they are feeling and we find that it works extremely well alongside Thrive language and the VRFs/PACE.

Why is it called Zones?

Zones fits into 4 colours Blue, Green, Yellow and Red.
Each zone means a particular range of emotions.

What do the colours mean?

| | |
|---|---|
| <u>Blue</u> The slow, quiet Zone, feeling sad, sick, tired, bored, exhausted and shy. | <u>Green</u> The ok zone where everything feels settled, happy, focused and calm. |
| <u>Yellow</u> The tricky zone where feelings can be worried, upset, silly, frustrated, annoyed and scared. | <u>Red</u> The Zone where they experience big reactions, angry, mad, terrified, aggressive and out of control. |



How can I use Zones?

It is a useful tool to be able to help a child recognise and learn about emotions, wrapping language around their experience. This is done by spotting which Zone they are in and saying to them, for example- "I can see you're in Blue Zone because you look sad"
This helps by identifying which colour and identify the feeling that goes with it. You will know if you get it right or wrong- if the behaviour continues you have not named the right feeling. By using Zones, you can build a child's emotional vocabulary.

Can Zones be used with Thrive language?

Yes, they work exceptionally well together. Thrive's VRFs are a way to communicate alongside using the colour Zones. You will need to get the intonation, speed, pitch and pace right. You are looking to match your voice with what you see.

For example-

"Whoa! I can see you're in the Red Zone and look very annoyed! –angry, mad or whatever fits. "and throwing things is not safe, I need you to be safe so stop now".

"I can see you're in Blue Zone as your head is down and you look tired"

"I can see you're in Yellow Zone and I think you're feeling frustrated, - worried or annoyed- as you are pacing up and down, clenching your fists.

Zones has tools to help when in the trickier Zones.

Blue Zone- quieter activities, sorting, counting, fidget toys, drawing, hug, read take a walk etc.

Yellow Zone-Fidget toys, talk to adult, listen to music, lift and carry heavy objects, drink of water, take a break, breathing exercises.

Red Zone- More physical activities needed- push the wall, squeeze and release muscles, trampoline, safe running, jumping jacks, swing.

The use of language is a most powerful tool but it is very subtle. Children are sensitive to differences in voices. This takes practice and constant use to make those changes. You will know when you get it right!

Behaviour as a Communicator of Emotion

Until our frontal cortex is formed and we can use language to explain how we feel and what we want, the only way we have of telling someone what is going on for us emotionally and what we need is through our behaviour. This is best understood with babies – when they are hungry, wet, excited or content they cry, gurgle with delight, giggle, wriggle, throw their arms up, shake, squirm, shout, look away and so on (**BEHAVIOUR**). The baby has no other means of getting their needs met or making contact with another which both are fundamental survival needs. If things have gone well enough, a dance of communication is ongoing between the adult and child (**ATTUNEMENT, VALIDATION, CONTAINING, CALMING and SOOTHING**). The mother/carer is closely attuned to the baby, getting information through her senses and observing the baby closely - reading the baby's pre-verbal ways of communicating. Through this process of observation and **IMAGINING** into the baby's world and then responding, the parent/carer supports the baby's emotional learning by externalizing what is going on for the baby and meeting them in this communication. S/he does this initially through little noises, touch and responding to the identified needs. Giving language to the infant's experience in the moment provides the repeated experience that forms the neuronal connections (white matter) within the fibrous corpus callosum. This forms the connection between experience, concepts and language that becomes cognitive capacity. As the carer matches language to the child's experience, the infant starts to make meaning of his /her experiences: **THINKING**.

If this has not happened sufficiently well for a child, they can only communicate what is going on for them through their behaviour. In order to build the parts of the brain that help us to be emotionally resilient and competent, adults need to work with the child in a very focused and repetitive way in order replicate the earlier missed relational experiences. The skills we use in Thrive to do this are the VRFs and Shining the Light on the behaviour.

The following sequence is an example of beginning to support a child from Being through to Thinking:

- 1. OBSERVE THE BEHAVIOUR:** Alf has told Joe (again) that he can't play football at break with him and his friends'. Joe looks down and is silent.
- 2. WHAT IS THE EMOTION BEING EXPRESSED THROUGH THE BEHAVIOUR?** Joe looking down and being silent – ask yourself 'how would I feel if I was excluded from others?' Ponder on it.
- 3. USE THE VRFs:** "O dear ..." (attuning and containing in tone, stance and proximity to Joe) "they don't want to play with you again..... Your head is downyou are not looking at anyone...". Very gently and quietly sitting beside child – (physical stance, proximity, breathing, touch) - "O dear O dear". **ATTUNEMENT, CONTAINMENT and CALMING** "Left out again this is horrid for you looks like your heart is hurting on your own again Poor boy" **VALIDATING** the child's feelings.

4. (later) **SHINING THE LIGHT ON HIS DEFENSIVE BEHAVIOUR AND UNDERPINNING FEELING**

(how Joe has learnt to manage being left out and on his own – withdrawing from relationships. He spends much time on his own.)

"When you are left out and others are unkind to you, you take yourself away – it looks like you shut down I imagine its just too much for a boy to manage..... I'm guessing it's better for you, when you have been hurt, to be on your own..... I've noticed that you are a boy who – when things go wrong – you prefer to be on your own..... I can see that is what works for youPoor boy – I am sorry you feel like that I'm imagining it's a lonely life thinking no-one can help. I am just going to sit by you for a while (gently engaging with him through breathing, arm along his arm and so on)

5. WONDERING IF (maybe at another time): (lending your adult brain to develop thinking) "I am wondering if it would be helpful if I sat beside you (not as a question, but a statement).... when I see you on your own with your head down in the sort of way that says to me 'Joe is not OK – he must be feeling all alone again things have gone wrong his heart is hurting and he is on his own with it. it must be like his whole body has closed up and gone a bit cold..... that he doesn't want people to see I wonder if that is what happens..... uummmm ...

Let's see if you can show me paint it/use the sand tray to show what it's like inside when you are upset... and all alonethinking no one can help..... I am going to sit beside you ... be with you..... It is not ok for a boy to have a hurting heart and be alone....."

(Do the creative work that is closely focusing on the lonely behaviour, the way Joe has found of managing these unmanageable feelings. Use the VRFs and put words to the images, Joe's inner reality.)

6. **FINDING A NEW WAY OF MANAGING** (later and ongoing until change begins)

..... (when Joe is OK and not disregulating and you have a greater understanding of what it is like to be Joe when he withdraws - because he has shown you through working in the metaphor)

"I think I may have not seen you some of the times when you have felt alone - some times I have not had time to come over to you when I have seen you looking down and being on your own feeling hurt – sorry for that but it looks like things got better more quickly when I have noticed that you are hurting and come over to be beside you just touching your arm I've been thinking about that and wonder if – when you get that horrid sinking feeling in your chest, and go cold and think 'no one will help me' if you could come and find me/raise your hand??

When he manages this, this is the start of the new behaviour.

This is a moment of quiet celebration between the two of you because Joe has had a **feeling** as things have gone wrong '*I'm cold and my chest is sinking - I am lonely*', has done some **thinking** about it '*ah yes, this is when I signal to Ms W that I am feeling alone with a too big feeling*' and chosen a new **behaviour** '*I need to signal for help*'

This small scenario demonstrates core emotional development that will begin to change Joe's life for the better. He is learning he is not on his own in the world. He is beginning to trust that an adult will see what is going on for him and meet his need. Learning to trust an adult is life changing for this child as he comes to know the richness of human relationship.