Positive Relationships

and

Behaviour Regulation Policy

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Sutton Primary Academy Primary Positive Relationships and Behaviour Regulation Policy

Vision statement

At Sutton Primary Academy we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

Sutton Primary Academy has a holistic approach to education, valuing all learning in and out of the classroom. We are an attachment aware school which means we focus on building positive relationships between children and staff and children with their peers.

At Sutton Primary Academy, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this, we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".

Policy Statement

This policy was based on guidance provided by Herefordshire Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers and pupils. This policy is developed to ensure guidance for staff, in order to promote positive relationships and behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables pupils, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the SENDCo or a member of the SLT.

Policy Scope

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to building positive relationships and supporting positive behaviour.

Policy Aims and Objectives

Our school is committed to the emotional, and mental health of its staff, pupils, and parents/carers, and we endeavour to promote everybody's well-being. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware Relationships and Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Sutton Primary Academy treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and a high level of care. We understand that positive relationships and behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Our Policy Aims to:

- Maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- Help children develop a sense of worth, identity and achievement
- Help all children to become self-disciplined, able to accept responsibility for their own actions and develop emotional self-regulation
- Develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- To encourage good manners, honesty, respect and tolerance for others.
- To promote an environment where everyone feels happy, safe and secure and therefore develop to become positive, responsible and increasingly independent members of our school and the wider community.

We hope to achieve these aims through a school Relationships and Behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to develop emotional self-regulation evident in positive relationships and behaviours.

What do we do to teach and promote to support the growth of positive relationships and behaviour regulation?

Our school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive relationships and behaviour, rather than merely deter anti-social behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We do this through:

- Whole School and Class Assemblies: These cover areas such as 'Caring for Other', 'Anti -bullying week', How to be a good friend', 'Who to go to if you need help'. There is a plan for the year with themes for each week which will include specific issues relevant to our school and community linked to our PSHE curriculum including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.
- Whole School days/weeks: Specific focus weeks are used to bring certain aspect a higher profile; these include: Respect Week; Anti Bullying Week etc.
- Each week the children are given a 'Monday Motivator' which focuses on a specific positive behaviour throughout the week and it reflected upon and certificates given out for children demonstrating these behaviours consistently.
- School Curriculum including RE and a thread through themes
- High focus on all staff developing positive relationships with children
- Clear and consistent routines in classrooms, around the school and in the wider community
- High expectations from all staff about conduct in class and around the school
- Clear pathways when behaviour causes a concern and positive reinforcement for good behaviours
- High expectation to engage with the self-regulation of behaviour
- Restorative conversations and practices

Policy Links

This Positive Relationships and Behaviour Regulation Policy links to the following other policies we hold in school:

PSHE Education Policy	Safeguarding and Child Protection Policy
RSE Policy	Child on Child Abuse Policy
Anti-bullying Policy	Restraint Policy
Equality Policy	Online safety policy
Health and Safety Policy	SEND Policy
Acceptable Use Policy	Complaints Policy

Roles and Responsibilities

Parents, staff and children all make a contribution. Success comes when there is mutual respect, trust, openness and honesty between all partners, who must acknowledge the importance of each other's roles. Teachers will recognise each parents' special interest in his/her child, and parents need to recognise that individual children's interests have to be set in the context of the class, the year group and the school.

How we work together

All staff:

- All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding.
- Shouting and shaming should never be used and is not tolerated at Sutton Primary Academy.
- Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising.
- Staff use the key principles outlined in this policy to support the needs of all our pupils.

Teachers:

- Ensure parents are contacted when: a child is having ongoing issues or there has been a 'one-off' significant issue.

Where possible the teacher should do this to have the ongoing dialogue. On some occasions a member of SLT, SENCo or a Class Teacher will liaise with parents for significant one-off issues. For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.

Learning Mentors/ELSA (Emotional Literacy Support Assistant) will support pupils by:

- Providing specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.
- Providing support in class and at break and lunchtimes.
- Providing 1:1 or group work to support emotional health needs and mindfulness.
- Run the pastoral room.

The Headteacher and Deputy Head will:

- Lead the ethos of this policy.
- Ensure the policy is implemented effectively and consistently throughout the school.
- Ensure effective training for staff including from external agencies.
- Oversee the specific needs of pupils across the school.
- Provides support to staff, pupils and parents as necessary.
- Link with outside agencies to offer additional services.
- Line manager for the learning mentors/ELSA.

- Ensure that all tracking and reporting of incidents and additional needs are up to date.

The Headteacher is the only person authorised to suspend or exclude a child.

Pupils should:-

- Demonstrate sensitivity to the needs of others, irrespective of their differing abilities, their physical strength or characteristics, their gender, race or age.
- Set a good example to others by demonstrating positive behaviour, learning to resolve conflicts by peaceful means, without resorting to physical or verbal abuse, or foul language.
- Show good manners and respect for all people in school and consideration for others when moving around.
- Show respect for other people, their work and property.
- Use and apply restorative practices which they have learned.

Parents should:

- Inform the school of any concerns (Class teacher or SLT).
- Have an open dialogue with the school.
- Collaborate actively with the school, so that children receive consistent messages about how to behave at home and at school.
- Support the school when needing to get further support.

Governors:

- Have responsibility for setting down the general guidelines on policy and of reviewing the effectiveness. The governors support the Headteacher and the Deputy Head in adhering to these guidelines.
- Duty to consider parents' representations about an exclusion.

Encouraging Positive Relationships and Behaviour

At Sutton Primary Academy, we understand that positive relationships and behaviour can be taught and needs to be modelled by all staff at all times. We encourage this through a number of ways including:

1) We have high expectations of behaviour around the school.
2) Children are actively involved in discussions and creating agreed codes of conduct with suitable rewards and consequences.
3) We are kind, fair and consistent in our expectations of and responses to children giving positive encouragement, rewards and consequences.
4) Watching out for children who are behaving out of character or may be distressed or upset.
5) Listening about any issues when they occur in a caring and sympathetic manner and supporting the child to achieve a positive outcome.
6) We develop the children's moral and spiritual education through all areas of the curriculum which is supported by more specific teachings of values.
7) Staff model positive behaviours and resolution techniques around and with pupils.
8) Staff explore the impact of choices made and encourage effective reflection around this.

Positive relationships and behaviours are rewarded through a range of ways including:

- Verbal praise - a well done or a smile.
- Stickers or positive comments in books.
- Approval by other staff. The vast majority of children love to go to other teachers for praise and rewards.
- Approval by the Headteacher/Senior Management Team, either through individual praise and a sticker or by requesting the Headteacher/Senior Management Team comes into the classroom for whole class praise.

- Individual teacher reward systems, i.e. stars, smiley faces, badges, house points, Star of the Week, reward charts etc. for class, group or individual.
- Positive comments written on work or in reading diaries.
- Extra playtime.
- Golden Time.
- Encouragement for children to acknowledge/value each other's contributions and achievements through presenting and sharing work.
- A weekly 'Assembly of Excellence' to celebrate good qualities of work and behaviour.
- Inviting parents to regularly share individual achievements, i.e. go out to parents and say "I'm so pleased with . . ." etc.

Going out of School

Positive behaviour is extremely important on educational visits. Although pupils are away from the school building; they are expected to uphold our high standards of behaviour. Should extremely poor behaviour occur during a visit, the child's parents/guardians will be expected to make arrangements for their child to return home as soon as possible at the expense of the adult.

Consequences

When a consequence is necessary as a result of negative behaviour, in order to use sanctions effectively . . .

- Any action should be taken calmly rather than in anger.
- Private reprimands are often more effective than public ones (though care must be taken to ensure that the child is not finding the individual attention rewarding rather than sanctioning).
- All consequences should be applied fairly and consistently.
- Consequences should focus on the behaviour not the child.
- If possible, a reprimand should include a message about what the child should do in future.
- Consequences are generally more effective if they are given immediately after the misdemeanour (in some instances, future privileges may be removed as part of a consequence).
- The nature of the consequence should reflect the severity of the behaviour in question and could include:
    - Verbal warning
    - Staying behind to talk to a teacher or adult
    - Sitting on one's own away from others
    - Loss of break time
    - Being sent to the head teacher or another teacher
    - Parents informed of poor behaviour
    - Asked to do extra work or write a letter of apology
    - Not being allowed to represent the school on school events e.g. sports or music activities
    - Suspension or exclusion as a last resort.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the teacher will stop the activity and take appropriate action.
- Unacceptable behaviour may result in the child being seen by a member of the Senior Management Team and/or bring about the withdrawal of playtime or lunchtime privileges.
- If, for exceptional reasons, a child is sent out of lessons they should be required to do some kind of work:
    a) Referral back to the teacher for suitable curriculum activity to complete under supervision.
    b) Instigate a 'time out' procedure only in extreme cases. **On no account** must a child be left unsupervised.

- Whenever possible, after child has received a consequence, the teacher should endeavour to be as positive as possible. The adult should offer advice and suggestions about ways to solve a problem or to manage the situation or their emotions in the future.

Situations deemed to be serious breaches of discipline may require the intervention of members of staff trained to deal with disruptive behaviour who may use physical intervention if necessary. Records may be kept of any incidents as part of our procedure to improve behaviour in our school. Continued inappropriate behaviour may result in individual behavioural plans and referral to outside agencies.

Creating a Safe and Supportive School Community
At our school, we are committed to building strong, respectful relationships and creating an environment where every child feels safe, valued, and ready to learn. Positive behaviour is encouraged and celebrated, and we work closely with pupils and families to ensure that everyone understands our expectations and feels supported in meeting them.

Part of maintaining this safe and welcoming atmosphere involves clear routines and procedures that protect the wellbeing of all pupils and staff. One of these procedures relates to how the school responds to banned items. The information below explains how searches are carried out with care, dignity, and respect, always with your child's welfare at the centre of every decision.

Searches for Banned Items
To help keep everyone safe, the school may search a pupil if there is reason to believe they have a banned item. Staff will always try to gain your child's cooperation first. If there is a risk of serious harm, a search may still go ahead without cooperation.

Banned items may include:
- Weapons
- Alcohol or illegal drugs
- Stolen items
- Tobacco or vaping products
- Fireworks
- Pornographic images
- Anything that could cause injury or be used to commit an offence

How Searches Are Carried Out
- A search will be done by a member of staff of the same sex as your child.
- A second adult will act as a witness.
- A search may proceed without a witness only if delaying it would risk serious harm.
- Pupils will never be asked to remove clothing other than outer layers, such as a coat.

Informing Parents
Parents will always be told when a search has taken place, what was found, and any follow-up actions or consequences.

When Items Can Be Confiscated
Staff may confiscate an item if:
- It is banned
- It poses a risk
- It may be evidence of an offence
  Staff may also confiscate items as part of a behaviour sanction.

If You Have Concerns
If you're unhappy about a search, please speak to the headteacher. If you still have concerns, you can request the school's complaints procedure.

Positive Use of Mobile Phones in School
At our school, we prioritise strong relationships, positive behaviour, and a calm learning environment. To support this, we have a clear and consistent approach to mobile phones that helps pupils stay fully engaged in school life and free from unnecessary distractions.

Mobile phones are not used in school or during any school associated events off site by any pupil. This supports our commitment to positive behaviour, respectful interactions, and a learning environment where everyone can thrive.

We completely understand that some pupils may need to bring a phone for exceptional circumstances, such as:

- walking home independently
- splitting time between parents mid-week
- other agreed-upon safety reasons such as tracking of medical conditions e.g diabetes

If a phone needs to be brought into school for these reasons, it must be handed to the class teacher on arrival. The teacher will store it safely and securely for the day and return it to your child at home time. This ensures that every pupil can learn and play without distraction, while still giving families peace of mind.

Exclusions (please refer to Exclusion Policy)
A decision to suspend a child for a fixed term or to permanently exclude will only be taken in response to serious breaches of this policy.

Where there are breaches of discipline by adult members of the school community matters will be dealt with by the Headteacher and governors as set out in the terms of employment.

Policy review process

There will be a continuous (and at least annual) process of review of this Policy. This should involve an ongoing cycle that involves applying Attachment Aware principles into practice and policy development, disseminating through frequent training, reviewing effectiveness/identifying weaknesses and/or lack of clarity, problem-solving to further develop practice. This Policy has been reviewed in detail by Joanna Chick (Virtual School Headteacher for Vulnerable Children) and Amanda Cotton (Herefordshire Virtual School Senior Educational Psychologist).

Appendix 1 - An Attachment Aware approach to developing Positive Relationships and Behaviour Regulation



Appendix 2 - A guide to supporting regulation through responsive Co-Regulation Plans

State of Regulation	Potential displayed behaviours	Responsive co-regulation
Calm Safe/socially engaged	Steady heart/breathing rate. Calm state of arousal. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn.	Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity.
Mild Stress Alert/Agitated/Withdrawn	Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.	Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities.
Dysregulated Mobilised	High levels of arousal/ distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour.	Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing.
Dysregulated Immobilised	Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/ dissociates. Depressed state. Immobile/frozen. May feel faint.	Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance.
Crisis	The child's behaviour means that they or other people are not safe.	An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training. Devon LA recommend PIPS training. Adults need to provide high levels of containment through their way of being – having a plan can help.