



Relationship Policy

2024 – 2026

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Headteacher

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Our School Aim

At Sherwell Valley our children always come first. Through our vision of 'Excellence in all we do' we aim to provide an excellent education in which empowers our children to take ownership for themselves, others and the world around them. We encourage and inspire our children through creating engaging, safe, happy, supportive and nurturing environments that allow children to flourish and leave our school with a life-long love of learning, confident and ready for the next steps in their life journey. Our school values underpin all we do.

Policy Objectives

To provide guidance to staff, parents and carers, governors and other stakeholders on how to support our pupils to manage and regulate their feelings, communicate their words and feel safe so they are ready to learn.

To provide a holistic, whole-person, inclusive model for our understanding of behavioural needs.

To underpin our beliefs with evidence-based practice and current research.

Rationale

At Sherwell Valley Primary School we want our *Relationship Policy* to reflect our insight and understanding of the complex needs of our pupils and how this contributes to supporting children to be able to regulate their feelings and communicate their words in a positive manner so they can be ready to engage with their learning.

It is imperative we offer our pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our pupils, some with complex layered needs.

We consider that behaviours which challenge always happen for a reason and may be the only way a pupil can communicate. Pupils who display, or are at risk of displaying behaviours which challenge, may need support which involves both positive support, intervention and some forms of restorative practice.

At Sherwell Valley we believe that:

Our pupils want to manage their feelings and communicate their words in a positive manner.

Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately using their preferred communication systems.

Pupils are happy when their needs are understood and met allowing them to behave well and access the opportunities and learning that school provides in their most well regulated state possible. Their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.

Pupils can learn to improve how they communicate their feelings and words. Learning new behaviours is a task, just like learning to read or write.

Pupils need a personalised approach to support them to manage their feelings and communicate their words respectfully.

Mistakes are part of the learning process and we recognise that all of 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 get it right.

All adults can learn strategies to support all pupils to manage their feelings and communicate their words respectfully and see behaviour as 'attachment seeking' rather than 'attention seeking'. There is a consistency with our understanding that behaviour is a form of communication.

All adults use personal and professional experiences and training and experiential learning and are given the opportunity to learn, understand and have insight into why our pupils demonstrate various behaviours.

To work collectively with our pupils, their parents/caregivers and other professionals need to develop strategies as part of a positive behaviour support plan to support them to manage their feelings and communicate their words in a positive manner.

We are an Inclusive School.

The Quality of our Provision

At Sherwell Valley we encourage staff to reflect on what may be the underlying issues that drive or trigger behaviours in pupils, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way.

We have communication systems in place and readily available when a pupil is demonstrating challenging behaviour. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.

We seek support from wider professional networks to problem-solve and develop our understanding of behaviour that challenges if necessary.






We are non-judgemental about pupils' life experiences but we use emotional and behavioural data to inform our planning for them.

We personalise learning to ensure that we meet each pupil at his/her point of development and learning.

We use the 'parent on our shoulder' principle in our response to supporting children to be able to regulate their feelings and communicate their words. This principle is guided by the belief that adults at Sherwell Valley respond to behaviour in a way that would be deemed appropriate if their parents were watching.

We actively teach our pupils behaviour for learning in order for them to manage their feelings and communicate their words in a positive manner. We do this through our learning behaviour widgets.






Our school vision strives for 'Excellence in all we do.' Because of this, we expect excellence in the children's behaviour at school and also the way we support our children to manage their behaviour. Our school values demonstrate this:

 <p>RESPONSIBILITY WE TAKE OWNERSHIP OF OUR ACTIONS AND CHOICES</p>	<p>Our pupils are honest and take responsibility for the choices they make.</p>
 <p>COLLABORATION WE DEVELOP STRONG RELATIONSHIPS AND WORK TOGETHER.</p>	<p>Our pupils work with others to help them make the right choices in school and repair any harm caused.</p>
 <p>RESPECT WE ARE KIND TO OURSELVES AND OTHERS</p>	<p>Our pupils go out of their way to show kindness and respect and work hard to develop relationships so they can have fun together.</p>
 <p>ASPIRATION WE SET AMBITIOUS GOALS FOR OURSELVES</p>	<p>Our pupils aspire to be at their 'best' <u>all</u> of the time.</p>
 <p>RESILIENCE WE KEEP GOING WHEN THINGS ARE CHALLENGING</p>	<p>Our pupils manage strong emotions and impulses and realise that setbacks are opportunities for growth.</p>

The Quality of our Relationships with our Pupils.

These relationships are crucial. Each adult is a significant adult for our pupils in fostering a successful relationship. We actively build trust and rapport – which has to be earned, not a given. We have high expectations for all pupils. When we demonstrate our belief in them, it supports them to succeed.

We do this by committing to providing a calm and safe place for children to learn and modelling the routines in our own behaviour through our school values.

 <p>RESPONSIBILITY WE TAKE OWNERSHIP OF OUR ACTIONS AND CHOICES</p>	<p>Our staff are open and transparent. They keep their word, apologise if needed and seek help when required.</p>
 <p>COLLABORATION WE DEVELOP STRONG RELATIONSHIPS AND WORK TOGETHER.</p>	<p>Our staff work together to support children with the choices they make.</p>
 <p>ASPIRATION WE SET AMBITIOUS GOALS FOR OURSELVES</p>	<p>Our staff see the best in every child and support them in making the correct choices so they are better prepared for life-long learning.</p>
 <p>RESPECT WE ARE KIND TO OURSELVES AND OTHERS</p>	<p>Our staff recognise when children are finding it difficult to make the correct choices and understand that there is a reason for their choice. They support the child in the appropriate manner using 'WINE'.</p>
 <p>RESILIENCE WE KEEP GOING WHEN THINGS ARE CHALLENGING</p>	<p>Our staff invest in positive relationships with our children and believe that every day is a new day where they can continue to support children and build trust and rapport.</p>

We consider what might be behind the behaviour; why the pupil is behaving in this way. There will always be a reason, the behaviour is a symptom of something that we need to identify and understand.

We keep our word – and if, for some reason, we are unable to honour a commitment to a pupil, to communicate clearly and honestly about why this has happened.

We apologise if we make a mistake – we are modelling this for the pupil and this will support us to build trust and respect.

We name and manage our own emotional reactions to pupils' reactions/behaviour, i.e., demonstrate emotionally intelligent/reaction/behaviour at all times. We seek help if we are finding it difficult to manage our feelings about a pupil.

We are always respectful to pupils, we do not talk about them over their heads or in front of other pupils.

We consider the quality of our relationships with parents and carers as being vital. It is important to reflect and plan with parents to ensure consistency in approaches between home and school.

We support one another in managing our own emotions and know that regulating our own emotions is hard-work.

Child on Child Abuse

At Sherwell Valley Primary we recognise that children are vulnerable to and capable of abusing their peers. Because of this, we invest time in building relationships with children in order to prevent this. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of “banter” or “growing up”. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond.

In cases where child on child abuse is identified, we will follow our procedures outlined in this and our child protection policy, taking a contextual/extra familial approach to support all children and young people who have been affected by the situation. See our Child Protection & Safeguarding policy for further information.

Relentless Routines

Our consistent class/lesson/activity routines support our pupils to understand expectations, manage anxiety, and mentally and physically prepare themselves for their day – allowing them to learn how to engage with learning/activities and manage their feelings and communicate their words in a positive manner. This is explicitly taught – we don't assume they know them.

We teach routines for all activities. The more consistency there is over routines, the easier it is for our pupils. Routines support pupils with their emotional development and behaviour for learning.

We continuously reflect on how we support pupils to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines are practised to allow our pupils to learn that changes can be managed in a positive manner.

Our relentless routines include:

Strong Start - It is important that a consistently designed and efficient routine for pupils to enter the classroom and begin learning is established. This will help set the tone for all learning that comes after and create a positive classroom culture. The 'Strong Start' routine begins as our pupils enter the corridor and finishes when the teacher begins their first lesson. This routine is developed into a habit where pupils know where to sit, can be on task immediately and begin practising and sustaining proficiency with learning.

Consistent Quiet Signal - We use a non-verbal standard signal for being still and silent (the RWI raised hand). We use it relentlessly and we expect it consistently. If compliance is not rapid, we continue with the raised hand, and use a verbal cue: Countdown - 'Eyes and ears this way'. Staff may use additional verbal cues to gain attention of the class.

Dismissal - Our pupils leave the classroom in a quiet and orderly way. Once the **Exit Ticket** task has been completed, there is a consistent approach to how our pupils transition from the classroom to the playground.

We have developed whole-school routines for the start of the day/sessions and for movement around the site. These include for mornings, playtimes, and lunchtimes, which all incorporate '**smart walking**'.

We use and value routines to help us ensure an orderly, efficient and safe learning environment for all pupils. When adaptations or changes need to be made they are planned for and explained as best possible to all pupils so that they can emotionally prepare for this.

We teach and practice routines. We design routines to be simple and memorable, usually consisting of no more than three elements to remember.

We have consistent strategies in place to support all pupils to express how they are feeling and how we can meet their needs proactively.

Staff members are aware of the importance of using a restorative conversation with **all** pupils. This may be structured differently depending on the individual needs of a child and reasonable adjustments are put in place to ensure these conversations are successful. This may include: having a conversation with a trusted, familiar adult that a child will respond well to and engage with; using techniques such as 'comic strip conversations'; completing the conversation over a period of time in small chunks; and/or completing the conversation in a designated 'safe space' for a child.

Our provision team supports the emotional development, understanding and regulation of individuals that require specific intervention within this area. These children are identified through conversations with parents and observations from class teachers and a Pastoral Referral is then completed. Boxall Profiling produces an action plan based upon the specific areas of need within emotional development. 1:1 or small group intervention from the Pastoral Team takes place and this is reviewed regularly to ensure the intervention is having the desired impact on their emotional development.

Natural Consequences

We do not believe in sanctions or punishments, but instead, natural consequences.

We do not punish pupils however it is important to understand that pupils may require additional time to catch up on work or intervention to reflect on any inappropriate reactions displayed when aiming to manage their feelings and communicate their words. This catch up time may be in the pupils own time.

We ensure that consequences are effective by making them quick, incremental, consistent and natural. Our staff are supported with implementing natural consequences by referring to our 'Art of the Consequence' guidance.

We use natural consequences to help educate the children about their behaviour. This is often best carried out immediately but when necessary, these conversations may happen sometime after an event, when the pupil is better regulated and able to reflect upon their behaviour/reaction allowing them to participate fully in the process. The consequence needs to be a natural consequence, to support the learner's understanding of both positive and negative consequences. These can look in the form of: working outside the classroom; catching up with work at play or lunchtime; negative Dojos; firm and robust boundaries.

Natural consequences are tailored to the incident and to the needs of the pupils. It is important that our pupils understand the purpose of natural consequences in order to prepare them for secondary education and beyond.

Whilst some children need specific interventions and support, when dealing with the vast majority of pupils we take a **consistent approach** in supporting them to manage their feelings and communicate their words in a positive manner.

In school we follow the process below:

Steps		Action
1	Reminder	A reminder of rules delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary (take initiative to keep things at this stage). This may be visual. Use of narrating the positive is recommended. <i>If the behaviour continues, move to step 2.</i>
2	Caution	Where appropriate, delivered privately. Making the child aware to manage their feelings and communicate their words in a positive manner, clearly outlining a possible future natural consequence. Use the phrase 'Think carefully about your next choice'. <i>If the behaviour continues, move to step 3.</i>
3	Redirection	Make a change of place, activity, task or person within the classroom. A clear verbal caution, delivered privately where possible, tagging the behaviour that has warranted redirection. Openly outline the natural consequence if they continue but also how they can turn the situation around. This is giving a final opportunity to engage. <i>If the behaviour continues, move to step 4.</i>
4	Time IN & Repair	Short 'time IN' with another adult in a neighbouring classroom. Time in a thinking spot or in another room to reflect. Time to calm down, breathe, look at the situation from a different perspective and compose themselves. A restorative conversation is needed at this stage along with a natural consequence delivered by the class teacher / adult who requests the child to remove themselves from the classroom. Restoration if needed.
<p style="text-align: center;">My Self-Reflection Document / Phone Call Home / Recorded on CPOMs <i>If the above continues to happen on frequent occasions demonstrating no progress, consider the steps below with consultation from SLT.</i></p>		

In classrooms, teachers use a 'child friendly' (**Please see Appendix 1**) version of the escalation model above so there is a clear understanding of the process and consequences which are all linked to our learning behaviour widgets.

We avoid using consequences that involve taking away a previously earned privilege or any intervention time.

We always avoid speech which could lead to shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can escalate situations/incidents, ending any positive relationship developed.

We recognise that a 'one size fits all' approach to natural consequences is not appropriate for all our pupils (**Please see Appendix 2**). We consider developmental age and any additional or specific needs of the pupil when deciding appropriate natural consequences. We use a plan, do and review approach to ensure pupils will not be given natural consequences that impede their future learning. This is closely monitored by SLT.

When we are discussing incidents with pupils, we deal with it in a non-judgemental way. For positive communication we use a restorative enquiry model. When discussing behaviours/reactions we make reference to the health and safety and the impact the situation may have had on all involved and on the vicinity.

Our scripted restoration approach is as follows:

- *Start by recognising their feelings and showing some empathy (if necessary and relevant)*
- *What happened?*
- *What were you thinking?*
- *How were/are you feeling?*
- *Who else has been affected by this?*
- *What do you need, and what needs to happen now to repair any harm?*

We use scripts to aid our consistency as we respond to crisis moments; as we hold restorative conversations.

Consistent use of Colleagues and Senior Leadership Team

We support one another with children's behaviour. We are a team. Supporting children to manage their feelings and communicate their words in a positive manner is a key priority for our SLT and our provision team. We recognise that we all need the support of others at times however experienced we are. Guidance is offered to support each other with managing feelings and communicating words in a positive manner.

We want children to manage their feelings and communicate their words in a positive manner with all adults in the school and do not want to undermine that aim by passing children up the hierarchy. This works against the certainty we want to provide children.

When we involve colleagues or senior staff we have three possibilities:

1. Time IN: Child sent to colleague/senior staff but not to discuss how they managed their feelings and communicated their words, rather simply to supervise the pupil until the teacher has time to speak to them.

2. United front: Support requested from colleague/senior staff to stand alongside in response so that the child sees the united front.
3. Escalation: SLT involvement due to persistent / continuous / extreme behaviour. SLT now enforces natural consequences and next steps, along with teachers/staff.

Again, our approach to children with additional needs will be dictated by the impact of their needs and may sit outside of the main steps in this policy. Radios are carried by our Nurture Lead and Provision Lead to assist with any moments of crisis. The second phase of our escalation model is set out below:

Steps		Action
5	Formal Meeting with Parents	A face to face meeting with the child, parents/carers and class teacher to discuss strategies for improving the way the child manages their feelings and communicate their words in a positive manner. Review meeting (at least 2 weeks) scheduled. <i>If the behaviour continues, move to step 6.</i> <i>A meeting may also be called for a serious breach of the school rules outlined in the 'immediate response' section below.</i>
6	Relationship Support Plan	Another meeting with parents/carers is held promptly and a behaviour support plan implemented. The relevant SLT member will be involved in this meeting and the SENDCo will have been consulted.
7	Internal Suspension	An internal suspension is issued and carried out in consultation with the Head Teacher or Deputy Head teacher as a consequence for a serious or persistent breach in the schools behavioural expectations (see the ' <i>immediate response situations</i> ' below). Reintegration to the classroom setting is necessary for the last 30 minutes of the school day so the child has the opportunity to repair and staff afresh the next day.
8	Fixed-Term Suspension	The Head Teacher suspends a pupil for a fixed-term and is sent home. Work is issued to be completed at home along with a letter to parents/carers informing them of the reason. A ' <i>return to school meeting</i> ' is scheduled for when the child returns to school. Child and parents/carers meet with Head Teacher.
9	Permanent Exclusion	The Head Teacher excludes a child permanently, in consultation with school governors, external agencies and the Local Authority.

Moments of Crises and Harm Caused

We recognise that responding to pupils who are unable to manage their feelings and communicate their words is significantly challenging and we support one another to do this. We again use specific terminology for support and consistency, considering the TLaC strategy *Positive Framing*.

W.I.N.E	Examples
Wonder	'I am wondering if the loud noise made you leave the room?' 'I wonder if you are finding it hard not seeing your mum?'
Imagine	'I can imagine the loud noise hurt your ears.' 'I imagine that would make anyone sad.'
Notice	'I noticed you left the room when you heard a loud noise.' 'I noticed you looked unhappy about sharing your resources.'
Empathy	Tying your scripting up with an empathetic approach helps the child feel secure allowing them to trust you.

Using the vocabulary of wondering, imagining and noticing with children followed by empathy, can really help them feel attuned to, validated and accepted.

W.I.N.E can help support our staff stay curious and help guide our conversations (see our 'scripted restorative approach' in the above section 'Natural Consequences')

We know that sometimes we have to simply ensure children know that the way they have managed their feelings and communicated their words has been wrong and that it has had an impact.

The safety of all children and staff is paramount at Sherwell Valley and we take significant measures to ensure this during these moments of crises. Radios are carried by our Nurture Lead and Provision Lead to assist with any moments of crisis.

Reflection

We strongly believe that it's important for our pupils to clearly link a specific behaviour with its consequence. We do this using restorative language.

There may be times when a pupil requires additional reflection time. This time is dependent on how the child is presenting. During this time we guide and support the pupil to help promote pupils awareness of behaviours.

After a pupil completes reflection time, we aim to repair and restore the staff-pupil relationship and any other harm caused to others. We praise his or her behaviour at the first opportunity to reduce the attention away from any management of feelings and communication in a non-positive manner.

We reassure the pupil that the management of feelings and communication in a non-positive manner has been dealt with and that we will all move on and start afresh.

We constantly review what has happened and identify if there was anything that could have been done differently to support the pupil to manage. This is done through a '**Restoration Reflection Conversation**' which is then often recorded on CPOMs. This is carried out by a member of SLT and the member of staff involved. Additionally, a similar process is carried out with the child when appropriate.

Children are involved in creating their own natural consequences by reflecting on the behaviour they demonstrated, completing a '**My Self-Reflection Incident Document**' which is taken home and returned to school once signed by the parent. This will happen for moments of crisis and/or accumulation of low level disruption.

Reparation

Reparation means repairing relationships, or 'making good' in some way.

We believe that our pupils should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the learner's mind on the punishment, rather than what s/he did. This frequently leads to pupils feeling angry about the punishment, rather than thinking about the impact of their behaviour on others and learning from the incident.

Where developmentally appropriate, we support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even pupils with complex difficulties can be supported to repair; this will look different for each learner. We don't make assumptions about what pupils feel. We understand that unresolved difficulties can make pupils very anxious and this can cause behaviours to escalate or become habitual.

Descriptive Praise

We make every effort to tell pupils what it is exactly that we like about what they are doing: reinforcing the behaviours we want to promote, e.g.

"I like how you used your communication book to tell me how you are feeling."

"I liked that you asked for a break when you needed it."

"I noticed you were being a good friend by helping Sam."

"Thank you for coming back to your work so quickly."

We give positive feedback and personal recognition. This raises their self-esteem and leads to management of feelings and communication in a positive manner. The use of descriptive praise is a feature of Sherwell Valley's language. Descriptive praise supports emotional development and behaviour for learning.

We continuously identify the strengths of the pupil – we identify these with the pupil where possible and build on it.

We use a range of strategies to promote and reward positive behaviour:

Public Praise/Private Correction - We work to the principle of praising in public and correcting in private, where this is possible and appropriate. When correcting in public, it's done positively and within the correct climate.

Narrating the Positive - We use the TLaC techniques of narrating the positive. We aim to work to a 5:1 ratio of praise/correction.

Recognition Rewards - We use recognition rewards in our classrooms. These reward learning behaviours and focus on a specific aspects of learning. They reward and recognise children who are 'over and above' in following our school rules and values. At Sherwell Valley, we use Dojos/housepoints and have cards and badges to celebrate success.

Our **reward systems** are designed to motivate, build self-esteem, develop a growth mindset and promote positive behaviour and encourage our children to demonstrate our school values.

These reward systems help support cohorts of children, classes and/or individuals. This means that it may look different in areas throughout the school.

We encourage reward systems to be intrinsic motivators, so that children here at Sherwell Valley follow school rules, demonstrate our school values and work hard because of the interest and enjoyment in the task/rule itself. Extrinsic motivators are not discouraged, just limited. This is enforced with rewards linking to our school values.

There are other rewards that we use to engage children that may sit outside of our day to day reward systems. These may include:

- Marbles/pom poms in a jar- this may be used to support children working on a Relationship support plan who need extra support/incendive within the classroom.
- Time working in the woodland with our woodland leader.
- Time working with a sports coach to develop and deepen the child's understanding of behaviour expectations and how to regulate their behaviour when around others..
- Time on a weekly basis with someone from the pastoral team involved in a draw/craft activity. This support may last between 6-8weeks and focuses on an element of behaviour the pupil is struggling to regulate.
- Sensory time with a familiar adult to support the pupils' needs.

Pupils and Significant Number of Incidents

We ensure that adults and pupils begin each lesson afresh with optimism and encouragement for success. There will be times when pupils may display signs/symptoms or react differently to a situation which is deemed as their 'norm'. For some pupils it may be a 'one off' bad time/day however for others it may be a sign they are struggling to manage their feelings and communicate in a positive manner.

We believe communication with parents/carers is vital, with support from SLT.

It is vital that we contact home to discuss displayed behaviours/reactions and ways to move forward, which involves the children and parents completing a 'My Self-Reflection Incident Document' which is signed by the parent and returned to school.

There may be times when it is in the best interests of a pupil that they have supported time away from their class. This is likely to be in close proximity to a member of SLT as appropriate. This will be explained to the pupil and their parents/carer by the class teacher/member of SLT. Support may need to be put in place to scaffold the child's feelings and communication at this point. This will be discussed and decided in collaboration with the child and their parents/carers. At this point, a 'Relationship Support Plan' (**please see Appendix 3**) may be devised in collaboration with the child and their parents/carers. The class teacher and a member of SLT will be in consultation regarding the plan.

Critical Incidents

In cases of absconding, assault, bullying including cyberbullying, damage to property, racism and homophobia, we believe it is imperative to ascertain reason and level of understanding of the pupil.

We ensure that reflection occurs and parents/carers are informed. A 'Reflective Restoration Conversation' will happen when all parties are able to complete the document.

If the incident is deemed as an intentional act and not a sensory, communication response, we ensure boundaries are kept as consistency is key. The incidents and next steps will be discussed with a member of SLT and parents/carers updated.

Formal procedures, including the use of fixed term and permanent exclusions, may need to be undertaken in exceptional and serious situations. These procedures will only take place in accordance with the guidance set out by Torbay Local Authority and wider relevant legislation.

Radios are carried by our Nurture Lead and Provision Lead to assist with any moments of crisis.

Recording Incidents

At Sherwell Valley, we monitor pupil's incident records on CPOMS. This helps us to evaluate pupil progress or highlight areas of concern. We record:

- What happened?
- When it happened.
- Who was involved?
- Whether parents have been contacted.
- Any natural consequences as a result of the incident.

It may be that this information is all recorded on a 'Restoration Reflection Conversation' document or a 'My Self-Reflection Incident Document' and uploaded to CPOMS.

We also monitor some pupil's emotional development using the Boxall assessment process. Using the information gathered from these assessments, children can then have additional activities planned for them that address any identified social, emotional or mental health needs. These systems help give 'best picture' and inform next steps.

Safeguarding Duties

At Sherwell Valley, all staff are responsible for considering whether any changes in behaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer significant harm. If such suspicions exist, we follow the School's Safeguarding procedures. We will also consider whether continuing disruptive reactions might be the result of unmet educational or other needs. At this point, we will consider whether support systems need to be put in place and whether liaising with external agencies is necessary or appropriate, whilst referring to the Safeguarding and Child Protection Policy.

Appendix 1

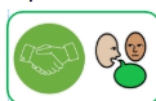


Escalation Model



Step 1	Reminder	An adult will remind you of the right choice to make.
Step 2	Caution	An adult will again remind you of the right choice to make and the natural consequence if your choice doesn't change.
Step 3	Redirection	An adult will tell you why you are being redirected in the classroom.
Step 4	Time In	An adult will direct you to have a short 'time IN' with another adult in a different classroom/office. This time is to think about the choices you have made in class.

If your learning behaviours are not consistent with our expectations after stage 4, you will work away from your class for a period of time.



Appendix 2

For some of the children at Sherwell Valley Primary School, applying the Restorative Approach to behaviour will be beyond their limits at times. They may be in a heightened state of anxiety and they may be dysregulating. At this point, using a Restorative Approach to guide behaviour will be ineffective because their behaviour is beyond their control. Instead, staff working with our high level needs children will need to adjust the approach they take in order to regulate the child. We refer to the PACE model.

P - Playful

A - Acceptance

C - Curiosity

E - Empathy

P.A.C.E	Examples
Playfulness	Using a playful, light-hearted tone, show interest and curiosity. (see below) This allows you to reinforce a relationship.
Acceptance	This allows a child to see beyond their behaviours. You are not accepting the behaviours, but you are accepting them. This build trust
Curiosity	“Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas.” “What do you think was going on?”, “What do you think that was about?” or “I wonder what...?”
Empathy	When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty.

The PACE model brings a sense of psychological safety for our most vulnerable children, meaning that human connection that heals can become a reality. Using the PACE model can bring transformational change to our most vulnerable children, as well as empowering staff to be emotionally available and to stay regulated under stress. The PACE model is designed through a trauma informed approach.

They may, therefore, use some of the following strategies:

Creating distractions;

Using humour;

Exploring special interests;

Becoming more ‘interesting’;

Taking them on a walk to Bowden woods/Chickens or providing a change of scenery;

Drawing and Talking;

Engaging them in therapeutic play;

Engaging them in Lego Play.

This may, at times, be interpreted by those unaware of the child’s level of needs as allowing them to “get away” with the bad behaviour. It is important to remember that our role in school is to support children to be able to regulate their feelings and communicate this in a positive manner so they can be ready to engage with their learning. It may be that, once the child has regulated and can actively listen and communicate, the actions the child displayed can be explored through social stories and in a

nurturing environment. In addition, where appropriate the reflective conversations may still take place. The time that it takes for this to take place will vary depending on the child's needs and reasonable adjustments must also be made.

Appendix 3

Relationship Support Plans

Below is a link to the relationship support plan proforma. (Please remember to make a copy and rename it before adding the current pupils' details)

There is also a WAGOLL for your information should you need it.

[Relationship Support Plan.](#)

[WAGOLL- Relationship Support plan](#)

Note: Our school's approach to supporting children to be able to regulate their feelings and communicate their words in a positive manner is NOT a one-size fits all approach. Our knowledge and understanding of every child is crucial when deciding how to support them in building positive relationships.