

# Positive Behaviour, Relationships and Children's Mental Health Policy

## Meadow View Primary School



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# Meadow View Primary School

## Positive Behaviour, Relationships and Children's Mental Health Policy

### Statement of Intent

Our Policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child. This Policy is based on high challenge and high support. This policy is based on enquiry, resolution and interactive, restorative repair. The approach we adopt is based on positivity. This Policy is based on the principle that children are positively rewarded for following the rules and have a set of clear consequences if they break them. Our school is invested in supporting the very best possible relational health between:

Parent and child  
Child and child  
Child and school staff  
Parents and school staff  
School staff and external agencies

### At Meadow View Primary we aim to meet the needs of our pupils through:

- Providing a safe, positive, nurturing and caring environment where optimum learning takes place
- Providing clear guidance for pupils, staff and parents of expected levels of behaviour
- Encouraging pupils to recognise that they can and should make the 'right' choices
- Using a consistent and calm approach with unconditional positive regard
- Recognising individual behavioural norms and responding appropriately
- Ensuring all adults take responsibility for managing behaviour and following up incidents personally
- Ensuring all adults use consistent language to promote positive behaviour
- Using restorative approaches alongside sanctions
- Regular check-ins with children using the ROAR rainbow chart
- Offer individual check-ins with children who scaled at 6 or below on the ROAR rainbow chart and use the ROAR thermometer to measure the intensity of feeling
- Teaching children techniques to be resilient through whole class and individual ROAR interventions
- Adopting a trauma-informed and attachment aware lens to ensure we are fully aware of what constitutes good mental health for all staff, parents and children.
- Investing in staff training and development in order to provide practitioners trained in trauma informed and mentally healthy schools and good mental health.
- Ensuring all adults are committed to practices which protect, relate, regulate and reflect.
- Ensuring all adults value the vital importance of key relational experiences with all of our children.
- Being aware that positive relationships between adults and children will foster secure attachments for them, providing a safe and secure base for learning and success.
- Promoting self-esteem, resilience, self-discipline and self-regulation (initially provided by a robust understanding of co-regulation) •
- Ensuring that all children know who they can trust and speak to and provide relational opportunities for vulnerable children by ensuring school has a system of emotionally available adults (EAAs). These EAAs will enable children to make the shift from 'blocked trust' and/ or 'toxic shame' to trust and tolerable feelings

**The Behaviour Policy consists of 3 main elements: Rules, Rewards (Support), Challenge and Logical Consequences. These are displayed prominently in every classroom and in public areas.**

## **Rules**

### **The School Rules – ASK!**

- Aim High**
- (Be) Safe**
- (Be) Kind**

### **All staff must:**

- Be positive and aim to use praise as much as possible.
- Be consistent in approach at all times and adhere to this Policy.
- Use the ROAR rainbow chart at key points throughout the day
- Ensure that interactions with children are socially engaging, not socially defensive.
- Increase 'safety cues' for children i.e. take time to welcome pupils at the start of the day
- Ensure that they model and reinforce positive behaviours through the power of 3: Aim High, Be Safe and Be Kind.
- Always pick-up on pupils who are failing to meet expectations and praise the ones who are.
- Always refer to and use the language of; 'Aim High, Be Safe, Be Kind'
- Teach children that all feelings and emotions are ok, but not all behaviours are and help them to see the difference.
- Have the high expectation of good learning behaviours throughout school with a consistent verbal and visual signal to stop of: 3 – good sitting, 2 – good looking, 1- good listening. Posters of this to be displayed in all classrooms.
- During free flow FS will use 'show me 10 fingers' to indicate that child should stop playing and listen to the adult for instruction. FS will also introduce the good learning behaviours.
- Recognise the importance of relationships. All staff are trained in the 4 key relational needs for children to experience safe and secure attachment:
  - Affect attunement (the ability to be with and support children in pain and in joy)
  - Empathy (understanding, affirming and recognising what a child is feeling)
  - Containment (providing clear and consistent security for children through structures, boundaries and carried through consequences)
  - Soothing/ motional regulation (bringing down levels of stress and helping children to calm following times of being dysregulated)
- Wear ROAR Rainbow charts on their lanyard to ask children where they are places on the ROAR rainbow chart. This will help staff to identify the following:
  - What appears to be the underlying cause of the pupils' behaviour?
  - Where and when does the pupil display this behaviour?
  - What are the triggers of behaviour?
  - What strategies can be implemented for behaviour change?

### **The Senior Leadership Team must:**

- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise in line with this Policy
- Ensure staff training needs are identified and met
- Enable staff to use evidence-based nurturing and regulatory interventions to support children.
- Support staff in a way that they feel valued and emotionally supported to be able to interact with their children and colleagues in successful ways.

## Rewards and Support

1. **Stars** are an individual reward for children in in all classes that display the values of Meadow View’s rules. Children will celebrate and take home their completed chart.
2. **End of term reward** – each time a child fills in their star chart; their class name is entered into a prize draw. At the end of each term, this will be drawn and the winning class will receive a reward chosen by the class teacher.
3. **Positive Texts Home** are an **individual** reward for children in years 1 to 6 who display the values of Meadow View’s rules and good behaviour for learning. Parents are sent a text message home to celebrate their child’s positive behaviour.
4. **Star of the Week Award** to reward **individual** achievement in each class who display the values of Meadow View’s rules. Stars are awarded each Friday in a special class assembly to celebrate the award. This is a whole school approach.

## Challenge and Logical Consequences

In all classes, children who break our school rules are given a logical consequence alongside a sanction which will result in time lost during their break and lunch time. Time lost can be accumulated if a child continues to make the ‘wrong choice.’ This will be to a maximum of 30 minutes per day.

Time lost	Behaviour
Two minutes	Shouting out in class (after one warning is given) (aim high) Talking in class when an adult/child is speaking (aim high)
Five minutes	Leaving your seat without permission (aim high) Being unkind to others (be kind) Rudeness (be kind) Defiance (aim high)
Ten minutes	Rudeness (if it happens more than once) (be kind) Inappropriate language/gestures (be kind)
Fifteen minutes (KS1 and 2 only)	Violence (be safe) Racist behaviours (be kind) Disrespect (be kind) Throwing objects/furniture (be safe) Damage to property (aim high) Homophobic language (be kind) Negative gender based language (be kind)

Reasonable adjustments may be made to support children with special educational needs or other needs identified through the Inclusion Team. Some children with significant behaviours may have Positive Handling Plans in place, decided by school’s Inclusion Team and in-line with school’s Positive Handling Policy.

All children with significant SEMH needs, as identified by the Inclusion Team, will have a bespoke ROAR Regulator.

## **Responsibility for exclusion**

Only the Headteacher may authorise exclusion, (or in the absence of the Head Teacher, an Assistant Headteacher or those delegated with the responsibility for the school in the absence of the Headteacher). For further information, please see the school’s exclusion policy.

## Adaptations for Foundation Stage Children

**Foundation Stage Children** operate slightly differently in that they will be asked to sit on the time in chair if they break school rules. Adults will support this and act as co-regulators for our youngest children.

- Stars are an individual reward for children in Foundation who display the values of Meadow View's rules. Children will celebrate and take home their completed chart.
- Verbal reminders/ distraction/ praising other children are used to help a child to make the right choices and remind them of expected behaviour rules.
- "Thinking time" on a "time in chair" to be used if a child breaks the school rules and logical consequences will be used where necessary
- Parents are informed and welcomed to discuss.
- Nursery and Reception children will not use the numbered rainbow as this is too abstract for very young children. They will use 4 monsters displayed alongside the rainbow colours – red (angry), orange (sad), yellow (ok), green (happy).
- However, F2 children will be introduced to a wider range of emotion words to match the 4 monsters to broaden emotional literacy throughout the year (see below).

Emotion	Red	Orange	Yellow	Green
Foundation 1	Angry	Sad	Ok	Happy
Foundation 2	Cross Annoyed Furious	Upset Worried Lonely	Calm Well Fine	Excited Joyful Cheerful

Time lost in EYFS	Behaviour
Two minutes	Shouting out in class (after one warning is given) (aim high) Talking in class when an adult/child is speaking (aim high)
Five minutes	Leaving your seat or learning place without permission (aim high) Being unkind to others (be kind) Rudeness (be kind) Defiance (aim high) Inappropriate language/gestures
Ten minutes	Rudeness (if it happens more than once) (be kind) Violence (be safe) Disrespect (be kind) Throwing objects/furniture (be safe)

Time will not be accumulated in EYFS

### Restorative conversations should

- Involve all parties
- Explore emotions on all sides
- Repair any damage done with a proportionate, logical response

### Parent Meetings

In some cases, parents will be invited into school to discuss their child's behaviour and to discuss the next steps. Parents and the child will attend this meeting with their class teacher and a member of SLT.

### Use of REPORT as a high challenge

Reports should only be used in extreme cases for children identified by the Inclusion Team. The Inclusion Team will consider the support already in place, the acuteness of need, family circumstances, the severity and impact of the behaviours and with careful consideration of school's graduated response.

Once the decision to place the child on report by the Inclusion team it is then the class teacher's responsibility to implement and manage the report. SLT will be available to support upon the teacher's request.

<b>Meadow View use of REPORTS - high challenge and high support</b>	
<p>1. REPORT Child in classroom</p>	<p>Ensure you have talked to parents about the use of report and why. Ensure that you are clear about the behaviour you are aiming to modify – is it classroom, playground or both. Teacher to set clear, achievable outcomes and write these on the report with parents and the child signing the report. Ensure consistency of application of the report – if the Learning Target is not met then the learning must be completed at some point. This may be in internal exclusion or at home. All reports should be shown to a member of core SLT or Behaviour Leader every day.</p>
<p>2. REPORT Child in internal exclusion</p>	<p>If a child is repeatedly not achieving Learning Target then a decision with core SLT may be made for the child to work with their Class TA in internal exclusion. This decision needs to be explicitly communicated with parents. Should a child not meet targets in internal exclusion, parents to be notified and fixed term exclusion may be considered if the child is being unsafe towards themselves, others or affecting the learning or others. When a child shows success in working at their targets, they are introduced back into class. This is discussed in collaboration with the class teacher and core SLT.</p>

### **Extreme Behaviours**

A small number of pupils may exhibit extreme behaviours based. As a school, we have staff trained in attachment aware and trauma-informed strategies and practices. Some of these pupils may have bespoke 'Positive Handling Plans' and will access enhanced packages of support through the Inclusion Team. Identified staff are trained in Team Teach strategies and are named in school's Positive Handling Policy.

The school will record all behaviour incidents on RecordMy and any restraints will be recorded in the Bound and Numbered Book. This is kept securely within school.

Please see school's Positive Handling Plan for further details.

### **Physical Attacks on Adults and Children**

At Meadow View Primary School, we take incidents of violence toward staff and other children very seriously. All staff should report incidents directly to a member of the SLT and they should be recorded on RecordMy for violence towards children or staff. Staff will complete a violence to staff report. Incidences of violence towards staff and children are unacceptable. However, it is important for adults to reflect on the situation which led to a violent incident, and learn from the incident, its triggers and our actions in response.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when pupils are taking part in any school organised or school related activity (educational visit/ sport activity).

The Head Teacher may also reserve the right to become involved in activities from beyond the school gate that are deemed to have a negative impact on the reputation of the school or relationships within school.

**Out of School Hours Behaviour**

The same behaviour expectations apply for children who are part of extra-curricular activities. Any children not following school rules repeatedly may be asked to leave the activity.