



Spring 2025

Relationships Policy

Watcombe Primary School



TORBAY



Watcombe Primary School

Relationships Policy

Values and Beliefs

'Working together to make things better' is the core purpose of all staff at Watcombe Primary School. A culture exists, which seeks to get the best for every child, no matter the need or disadvantage. If a child struggles with reading or maths we support them to improve; if a child behaves inappropriately then we support them to improve, regulate their emotions and access the curriculum. To that end this policy intends to support all staff develop strategies, which create a learning environment where all children feel valued, respected and loved. All children are welcomed, nurtured, feel like they belong and have a key part to play within the school community.

Summary of Research informing this policy.

"Quality relationships provide the necessary vehicles for adaptation and recovery every relationship has the power to confirm or challenge everything that has gone before." Dan Hughes and Louise Bomber – Settling to Learn. (2013)

"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences." Daniel Siegel and Tina Payne Bryson – The Whole Brain Child. (2012)

"78% of permanent exclusions were issued to pupils who either had SEN, were classified as in need or were eligible for Free School Meals." Timpson Review of School Exclusion, May 2019.

"But why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish" & "punishment doesn't teach better behaviour, restorative conversations do." Paul Dix. When the Adults Change Everything Changes. (2017)

"Good 'quality first' teaching is vital in order to support children to manage their behaviour and working with children who have a high level of need is the responsibility of all adults in the school." Guidance for Developing Relational Practice and Policy. Babcock and Devon County Council (2020).

Rationale :

It is the responsibility of all staff to promote and model good behaviour, conduct and mutual respect. Children don't just know how to behave they need to learn through overt teaching and restorative conversations, which encourage and develop autonomy and responsibility. Adults need to ensure a consistency of approach / response, promoting the same message and expectations in the 'same tone' so children are aware of expectations and reactions (consequences).

Within the foundation stage adults support children to recognise their feelings and the feelings of others. Adults adapt the strategies in this policy to meet children's individual needs, based on their age and stage of development.

We aim to create an atmosphere of good order, fairness and sense of belonging through positive empathetic relationships and a clear shared understanding of the school aims, values and expectations. This policy should be read in conjunction with the following school policies: Safeguarding, Intimate Care, Safe touch and Positive Handling and Anti bullying. Also, Behaviour in School – Advice for headteachers and school staff 2022 and the Equality Act 2010, in respect of safeguarding and pupils with SEND.



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Purposes:

1. To inform every one of the school's positive approach to managing behaviour.
2. Ensuring children feel important & valued.
3. To ensure consistency of approach / response, expectation and action throughout the school.
4. Develop a culture of certainty, empathy and understanding.
5. To ultimately ensure that all pupils, remain in full time education and have every opportunity to grow up to be 'responsible citizens, confident individuals and successful learners.'

Watcombe Behaviour Code

Our approach to behaviour is centered upon 3 key words or golden rules

- **Be Ready**
- **Be Respectful**
- **Be Safe**

(Paul Dix, When the Adults Change, Everything Changes (2017))

This code will be introduced and taught at the beginning of every term, but should form part of daily language used with all pupils and the management of any behavioural incidents by all staff. All incidents can be linked to these 3 words.

Ready

- Are children ready to learn?
- Are children ready to play?
- Are they listening?
- Do children have resources required for their learning?
- Are they emotionally regulated and calm, in order to begin their learning?
- When children transition between activities they demonstrate they are ready e.g. moving from carpet to tables, moving around the school etc.

Respect

- Do children respect each other, staff and property?
- Do children speak politely / respectfully to peers or adults?
- Do children and adults use please and thank you / hold doors open?

Safe

- Are they safe?
- Do the actions of pupils help to keep everyone and everything safe?

Ready, Respect, Safe can be applied to any behaviour. All staff should ensure these words are discussed / taught regularly through:

- multiple daily classroom discussions linked to all learning, modelling desired ready, respectful, safe behaviours.
- team, class and whole school assemblies
- RSHE lessons and regulation sessions linked to developing positive mental health.



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Ready, Respectful, Safe should be displayed in the classrooms and corridors. Display should reflect the age of the children.

Staff receive regular training and in the case of new staff induction into behaviour management strategies, including attachment. This policy is reviewed annually and updated in line with latest research and best practice. Supervision for staff is available from: the Pastoral Team, Mental Health Support Team (MHST) and the Senior Leadership Team.

Some of the Ready, Respectful and Safe behavioural expectations are listed below, however there are other behavioural expectations that could also be included.

Ready	Respectful	Safe
Listening attentively Starting work in a timely manner Ignoring distractions Answering questions Following instructions effectively Have the right equipment and the right time Concentrating e.g. facing the front	Care over quality of learning / work Listening to others Waiting patiently Hands up! Valuing opinion of others Following instructions Sharing with friends Including people within activities Asking questions Being polite to all (please and thank you) Due regard for the feelings and rights of others Looking after resources Speaking calmly Treat others how you want to be treated!	Kind hands and feet Walking / moving safely Handing equipment over Manage risks – respect the feelings of others.

A visual representation of these behaviour consistencies is displayed in each classroom, used regularly with the horizon pathway and shared at every opportunity with the children.

Ready

READY, RESPECTFUL, SAFE

LEARNING BEHAVIOURS

Safe

Growth mindset

Regulated

Being Curious

Resilient

Have a go!

Eye Contact

Listening

Pride / Proud

Determined

Hands up!

Perseverance

Respectful

Organised

Responding / ask questions

Sit up!

Face front!

Empathy

Independent

Kindness

Helpful



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Watcombe Primary – Our Approach

(based on Devon County Council – Guidance for Developing Relational Practice and Policy)

There are 3 key aspects which inform our approach: developing relationships, responding and calming, and repairing and restoring. These are described below.

Developing Relationships

Developing Relationships involves Building Relationships, Supporting Inclusion and Setting Boundaries. In order to be successful at school all children need to build relationships which enable them to feel safe and secure and develop a sense of belonging in school. This is done through providing relational support in the form of Protection, Connection, Understanding and Care.

In order to be fully included some children need additional support to enable them to access learning and to be included in all aspects of school life. It is important to consider whether children's SEN and wider needs have been recognized and supported. In order to learn together we need to have a shared understanding of our rights, roles and responsibilities and how these manifest themselves as expectations of behaviour, agreements and rules. Boundaries should be clearly communicated and regularly discussed.

Responding and Calming

Responding and Calming involves Keeping Calm, Regulating Emotions and Managing Crisis. The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships, manage low level disruption and promote a calm, harmonious and supportive learning environment. Most children will at some point overstep a boundary and will need reminding about agreements and expectations. We need to develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide clear instruction and guidance around expectations. Supportive action and intervention within the classroom will enable most children to stay within boundaries. Children who experience strong emotions that lead to harmful or challenging behaviour will need skilful co-regulation to enable them to be calm and develop their capacity for regulation. How we respond in a crisis should be coordinated, clear and communicated to ensure the safety of all students.

Repairing and Restoring

Repairing and Restoring involves Resolving Conflict, Repairing Harm and Supporting Change. Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused. Applying a restorative framework following conflict or when incidents have taken place can be far more successful in supporting understanding and learning than a punitive approach. Restorative frameworks need to be underpinned by a strong restorative ethos. Adults need to be skilled and able to use, model and teach good co-operation, communication and emotional literacy skills. Restorative work involves regular conversations, class meetings, peer mediation, conflict resolution as well as more formal restorative meetings and enquiries.



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Strategies to enable adults to proactively support children and promote positive behaviours.

- Adults ‘set the weather’ in school – **relationships** underpin all we do. Some strategies for developing positive, valued relationships:
 - meeting and greeting children at the classroom door / entrances to the buildings – noticing something about them so they feel valued and noticed
 - take time to check in / up with pupils throughout the week. There should be class check ins and outs at the beginning and end of the week. Get to know the children. Children appreciate the effort adults make.
 - comment to other adults (in ear shot of the child) about something the child has done well.
- Adults should encourage pupils to make the right behaviour choices.
- Adults regularly give specific positive **recognition** to good behaviour / effort (‘Lovely, sensible walking’ / ‘You are looking the right way and are ready to listen’). Be bothered to notice it!
- Promote calm movement around school – in all areas and entering the classroom / hall / building. Establish clear routines / expectations:
 - what are the expectations on entering or leaving the room. Take time to establish these.
 - establish a clear set of class guidelines that encompass the school aims and values
 - regularly elicit expectations / values from pupils
 - encourage pupils to notice positive behaviours from each other
- Use common phrases across the school:
 - ‘eyes on me, ready to learn’
 - - ‘Now and next’ (simplifies level of expectation)
 - - ‘This is a tough’ (not negotiable)
 - - ‘Right place, right time, doing the right thing’
 - - ‘What can we do to make it right / better?’ (retracking)
 - - ‘You can or’ (giving choice but adult in control)
- Ensure the reason for the learning is clear – what are the expected outcomes? Encourage pupils to be part of the planning and establishing success criteria to develop a sense of ownership.
- Build in ‘learning reviews’ to learning – take a moment to stop and celebrate good examples of what is being learnt / effort being made throughout a learning session.
- Keep instructions to a minimum.
- Use positive correction: ‘please walk’ not ‘don’t run’ / ‘you are not quite ready, you need your book and to be looking this way’ / ‘would you like to move where you can concentrate better’
- Using school reward systems effectively – not to reward expected behaviours but to recognise successes due to great effort- above and beyond the expected standard. (Although some children may have an individualized plan to support behaviour.)
- Know your children and who responds best to public / private praise.
Poor behaviour choices could be managed by a ‘wondering’ aloud approach or talking to a 3rd person: ‘I wonder if XXXXX might need to sit where they are not disturbed?’ / ‘I noticed yesterday XXXX worked really well when they sat at that table’ / ‘Do you remember when XXXX did that really good piece of work, what helped them to concentrate then?’
- If a colleague is dealing with an incident – don’t intervene unless requested to. You may need to ‘stand by’ and observe in case of escalation.



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Further Strategies

- Positive praise
- Be a source of safety and security. Be mindful of projecting a sense of safety through your voice, tone, facial expressions and body language. Be a source of security by providing regular, reliable and predictable attention for those most in need.
- Know your children e.g. sensory or language needs and proactively support children to manage these challenges.
- Regularly refer to the terms – ready, respect and safe – build them into the curriculum.
- Adapt the curriculum; create equitable learning experiences – make learning accessible for all.
- Manage / support children’s social interactions e.g. flexible seating plans; seeing things from the child’s point of view.
- Manage change – wherever possible maintain a clear routine; be aware of possible triggers – provide social stories and visual timetables.
- Manage transitions e.g. stagger exiting/movements etc
- Every child should receive a positive greeting – a simple “hello” and ‘thumbs up!’ will suffice, however for some children it essential that you show them that you’ve been thinking about them e.g. “hello, how was football last night?” “good morning, did you see
- Establish clear boundaries and class expectations.
- Use regulating responses to deal with low level anxiety or disruption (SEA – providing safety, empathy and making agreements) and have plans in place to recognize and respond to more increasing levels of dysregulation or disruption.
- Use restorative conversations and give the children choices.
- Establish positive relationships with parents – make the effort to tell parents about the positives.
- Deliberate botheredness!!
- Tell the child what we want to see e.g. “ remember being ready / respectful / safe looks like
- Strategies / expectations need to be repeated.
- All adults need to model the policy expectations – it is a team effort!
- **All adults to be empathetic – children must feel listened to.**
- End and Send
- Get down to eye level when talking to a pupil for praise or consequence.



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Dealing with negative behaviour

Despite our best efforts and even when all the proactive strategies have been deployed some children will have made poor choices and demonstrated that they are not ready, are being disrespectful or unsafe. At Watcombe Primary School all adults refer to the Horizon Pathway (Appendix 3). This pathway is intended to provide a framework of expectations for children and adults. An age appropriate version should be displayed in classrooms. Each movement up or down the pathway is linked to the Ready, Respectful and Safe learning behaviours.

Horizon Pathway

Exceptions	Repair and Restore	Amber		White	Bronze	Silver	Gold
Involves SLT Swearing Fighting Derogatory language Damage Bullying Persistent refusal	Time in with an adult to reflect on behaviours and restore any damage. Restorative Conversation	Reminder We can still turn this around!	Notice to refocus Let's turn this around and get back to green.	Aim for Gold Everyone starts here!	Well done! You are moving in the right direction	Great! You've earned a praise postcard!	Fantastic You've earned a Headteacher Award.

Adapted from Biscovey Primary School, Relationships & Behaviour Policy 2022.

Using the pathway

All children to start on white.

Movement across the pathway dependent on positive behaviours for learning (see page 4 for ready, respectful, safe behaviours).

For children on behaviour plans – link to reward charts / cubes in jar, where possible e.g. 1 cubes = purples; 2 cubes = blue; 3 cubes = gold & reward time.

Consistently applying the Ready, Respectful and Safe behaviours would see pupils move towards Gold. Children need to appreciate the needs of others e.g. understand that we help some children to read; others to count, while others need help to regulate and following instructions.

Types of Consequences

Natural Consequences

Natural consequences occur without you having to do anything e.g. when a pupil doesn't complete homework, they have to admit to the teacher that they haven't done it, if they refuse to eat lunch they will be hungry, if they refuse to wear a coat outside and it rains they will get wet, or if they turn up late to class, they miss the instructions and won't understand the work. This helps pupils to learn cause and effect. It is also a time for education staff to provide nurture. This will help the pupil to learn that they can trust you to help them, and that when they make a mistake they will still be valued by adults who care about them.

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

1. When they could be at risk e.g. putting themselves or others in danger
2. When natural consequences have negative impacts on others e.g. damaging others property / hurting other people



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3. When the natural consequences don't seem negative to the young person but the natural consequences could impact their health and wellbeing e.g. consumption of energy drinks may lead to a ban in school and confiscation

How to provide nurture during natural consequences:

1. Avoid lectures e.g. "I told you so."
2. Show empathy and validate their feelings.
3. Provide comfort.

Logical Consequences

If natural consequences are not possible or safe you should use Logical Consequences. These are consequences that are enforced by adult in charge (education staff) and should be directly linked to the behaviour. For example, if a pupil is playing with a football in class, after being told to stop and it hits somebody. The Natural Consequence is that they have hurt someone and they feel bad. This behaviour is unsafe, so a logical consequence is likely needed. The Logical Consequence is that the pupil's football is removed for the rest of the day and they work with an adult to apologise for hurting the other pupil. The child should then start learning cause and effect e.g. If I don't listen when I am doing something unsafe, then I will not be able to play responsibly and have to repair the damage to someone else.

When thinking of Logical consequences remember the 3Rs of consequences:

- Related – Must be related to the behaviour.
- Respectful – Ensure not to blame or shame the child/young person.
- Reasonable - The child/young person and the adult must see the consequence as reasonable.

Also guarantee you can carry out the consequence. If you can't then they will not believe future consequences. IMPORTANTLY REMEMBER to carry out this consequence with empathy and ensure the child/young person is not hurt by the consequence (do not shame).

Illogical Consequences

Illogical Consequences provide no learning experience for the child because the consequence does not directly link to the behaviour e.g. child/young person refuses to do the work in class and the teacher confiscates their mobile phone for the day. When the child/young person finds it difficult to understand the link between the punishment and incident it can leave them with feelings of shame, which can lead to the situation escalating as the child becomes angry in attempt to reduce the shame.

FOR EXAMPLE - a pupil talks back to a teacher in class, they sit in isolation for break time. They break another child's equipment, so they receive after school detention in silence. They are disruptive in their Tuesday maths lesson, and they are not allowed to go on the history field trip on Friday.

It is important to recognise that the vast majority of consequences should entail a key learning experience; if no learning experience is included then the consequence would be considered illogical. However, in extreme circumstances and in order to keep others safe; illogical consequences may be used. Furthermore, restricting pupils access to physical / unstructured activity at break times limits some children's ability to regulate themselves, while removing access to valuable curriculum experiences can have significant detrimental impacts on the child.

Source: Mental Health Foundation



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Sanctions for poor behaviour

Learners are appropriately held responsible for their inappropriate behaviour. Staff will deal with behaviour **without delegating**. Staff will always deliver sanctions calmly and with care, reflecting and using the opportunity for learning. All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequence and how they can turn it around. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative and appropriate system that works for them. Engagement with learning is always the primary aim. For most learners, a non-verbal reminder such as a look or a gentle verbal reminder or nudge in the right direction is all that is needed. The below steps should always be followed through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. We use a six-step approach to manage and modify behaviour that does not reflect our Ready, Respectful, Safe expectations:

Step	Expectation	Further / Additional Actions
1 Redirect / Refocus	Gentle encouragement to stop the unwanted behaviour, a 'nudge' in the right direction. State the behaviours you wish to see and make reference to school rules - ready, respectful and safe. If the behaviour continues move to step 2.	Positive praise and encouragement.
2 Notice	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. If the behaviour continues move to step 3. If the behaviours displayed are those articulated as 'red' above, move directly to step 4 'Time in'	
3 Reminder	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around.	Team to monitor closely to identify any patterns.
4 Time in with an adult	Speak to the learner privately for 5-10 minutes during their break or lunch time and give them a final opportunity to modify their behaviour. It is imperative that this is conducted with the class teacher using the language of WINE (I... Wonder, Imagine, Notice and Empathise). Class teacher to consider whether adaptations to the curriculum would be beneficial. If the behaviour continues move to step 5. NB – a call home may be required at this stage – teachers to use professional judgement and knowledge of the family.	Natural / Logical consequences could be discussed e.g. impact on another child or themselves. Log on CPOMS.



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5	Phone call (class teacher)	<p>Should the learner persist with the unwanted behaviour or if the same pupil has had 'time in' 2 or more times in a week. A phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. SLT involved and the class teacher will consider further adaptations to the curriculum.</p> <p>Restorative conversation to include impact on other children. Class teacher to ensure the class / any victim of behaviours are supported to ensure they feel safe and understand the actions taken.</p>	<p>Breaktime / lunchtime rota in place or a targeted group provision, where behaviour is unsafe.</p> <p>Illogical consequences, if required to maintain safety.</p>
6	Formal Meeting (SLT / Class Teacher)	<p>A meeting with the pupil, parents, teacher, Key Stage Lead and/or Headteacher to take place and recorded. If there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time in' in 1 week. A behaviour care plan / relational plan (e.g. Ben's Plan) will be implemented and monitored over the course of two weeks.</p>	<p>Restorative conversation to focus on impact of behaviour on others. SLT to ensure victims are supported.</p>

Exceptions

When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is required. Any behaviour constituting physical or verbal abuse and persistent disruptive behaviour would see pupils reach Wave 4 or 5 of the Inclusion Pathway (appendix 3). Such behaviours include:

- Serious fighting; Damaging property;
 - Bullying; Swearing;
- Derogatory behaviour such as racist, homophobic or non-inclusive;
 - Defiance / Persistent Refusal;
- Hurting others with deliberate intent.

These incidents will be immediately reported to SLT and recorded/logged, and an appropriate sanction/action taken in consultation with SLT. A phone call home by a member of SLT will automatically take place.

In extreme circumstances SLT / Headteacher can use following actions / restorative isolations:

- Logical / Natural consequence e.g. repairing the damage to property; sending missed work home or completing during own time; apology
 - Regular coaching sessions – 'How can we make it better?' (Appendix 4) and / or Report Card.
 - Additional Pastoral Intervention including Counselling / Family Mentor Support / SENDCO
 - Behaviour Care / Relational Plan (known as 'Child's Plan') written with SENDCO / Pastoral / Class Teacher.
 - Internal exclusion, including lunchtimes & after school detentions
 - Referral to Mental Health Support Team; Engage Chestnut Outreach team
 - Engage Torbay Inclusion lead
- Last Resort**
- Fixed term exclusion (suspension)
 - Managed move
 - Permanent exclusion

More detailed guidance is included within Watcombe Primary School's Inclusion Pathway (Appendix 3) and also Exclusion and Suspension Policy.



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Strategies - responding to poor behaviour choices

Often dealing with poor behaviour successfully can be counter intuitive. **Poor behaviour choices need intelligent responses not emotive ones.** (Consider how you would respond if the child's parent were 'sat on your shoulder' / how would you want your child to be supported). Some of the most challenging pupils that we work with are the ones that need the greatest love, consistency and adults to teach them not punish them. These children will probably require more of your time and attention.

Remember to always separate the behaviour from the child: 'I like you but not this behaviour.'

- Responding to poor behaviour should be short and succinct (30 secs) in the first instance. It can be discussed later. Not a dialogue. Acknowledge behaviour, relate to rule, discuss later.
- Deliver messages quietly and privately and try to be non-emotive and calm (consider volume, tone and pace ---- remember SEA – safety, empathy, agreement). Recall something positive that the pupil has done recently and retreat saving everyone's dignity.
- **Remember: fight FIRE with WATER!**
- Ask questions rather than make accusations OR 'I notice you are not starting your maths yet' – avoid the challenging 'w' questions: Why have you not started? Where are you going now?
- If a pupil is dysregulated - **attune to the pupil** – allow them to recognize that you can see how they are feeling. Get to their level and replicate their emotional level.
- Focus on what can happen next – what has already happened can be uncovered later.
- Focus upon de-escalation of situations: 'I am going to leave this now. You know the rules. Thank you for listening'. Avoid a discussion about behaviour in front of an audience. Follow up at play / lunchtime with a restorative conversation (even if only for a minute or two).
- State your expectations ('I would like you to continue with you writing') and walk away – avoid giving the opportunity for dialogue.
- Don't connect your own feelings with behaviours – 'would you do that at home?' / 'I am so ashamed of you'. This may result in pupils seizing the opportunity to 'push your buttons'.
- Demonstrate calm through tone of voice, facial expression and body language.
- Avoid public humiliation – this can fuel the building of a 'reputation'. (Do not put names on board for pupil display – it could build kudos).
- Try to deal with primary behaviour first and secondary behaviours at a later time otherwise this can result in 'power play'. Resist the urge to follow learners if they walk away, unless you have a concern for their safety (following may provoke another crisis peak)
- Be aware of which battle to fight. Class team must be aware of focus to ensure consistency.
- Be prepared to wait. Choose your time to **restore and repair** – the wrong time could escalate. Consider the immediacy not necessarily the weight. When a child is in a dysregulated state they will not be able to reason. Trying to reason or repair and restore at this point may well result in an escalation of the situation or a lead to secondary incidents. It will be better to re track the situation and deliver a sanction once the child has become more regulated – this may even be the next day, however where possible this should happen on the same day. The time to achieve this regulated state will vary. You will know your children!

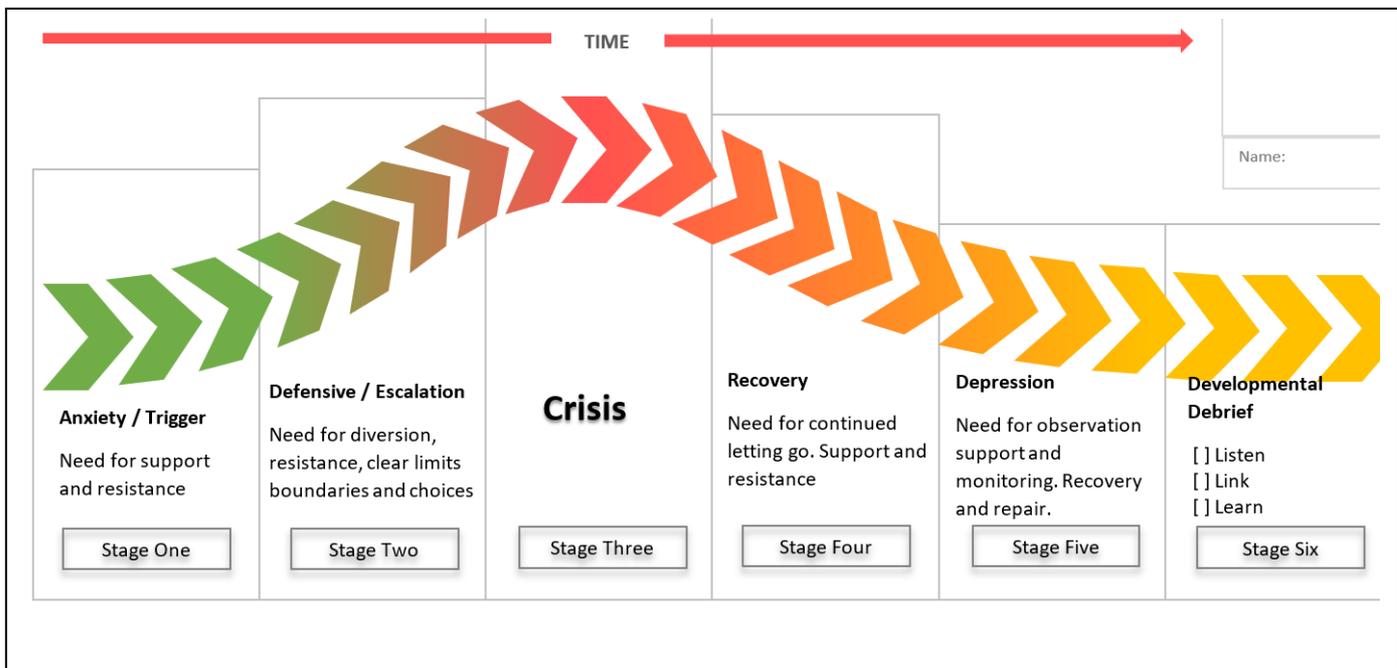


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Further Strategies

- Meet the need of the child – endeavor to establish what is wrong and do what you can to meet the need (sometimes it is very easy to be dismissive of this need, however it is easier to meet this need than manage any subsequent behaviours).
- Provide the child with a safe space, the time to calm / self-regulate. An exit card.
- Avoid confrontation
- Purposeful intervention e.g. counselling, Lego Therapy, Forest School (outdoor learning), supporting them to regulate / understand their emotions and/or coaching sessions with a trusted adult.
- A report card or bespoke daily chart
- Where possible, take a step back and look at the big picture – if something isn't working for the child in that particular moment, then something needs to change. Consider how you can de-escalate a situation – in most cases challenging a dysregulated child will make the situation worse and in all likelihood lead to exclusion.
- Land consequences softly.
- Consider who may be the best adult to support the pupil and de-escalate the situation.
- **Avoid negative conversations within earshot of the child** – use communication book with parents etc

Staff should be aware of the stages a child goes through during a behavioural incident. The length of time varies based on the child and the relationship with adult and also the child's perception of the incident. The table below identifies the key stages.





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The Restorative Approaches Exploration

(Appendix 8, Guidance for Developing Relational Practice and Policy, 2018)

This conversation is an opportunity to enable the child to learn about themselves and others after an incident has occurred. It is helpful to communicate explicit safety cues and have the PLACE framework at the forefront of your mind at any stage of this process. The more the process feels like a collaborative conversation and curious exploration that the child is able to reflect and contribute to, the more they will be able to learn from the experience.

What happened?

Allow the child to tell their story, listening with genuine curiosity and without judgement by:

- Mirroring – facial expression, body language, tone of voice, attuning to mood.
- Accepting and validating the child's experience and feelings.
- Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
- Soothing. Using soothing (not cross) tones.

What were you thinking and how were you feeling?

Some children will find it hard to answer these questions and will need support to help them to integrate their feelings, emotions and thinking through:

- Listening and responding empathically, wondering aloud.
- Starting where the child is at developmentally. Explore physical sensations and name possible emotions.
- Letting the child know that you 'get it' (big behaviour usually means big feelings) by accepting their feelings and letting them know that they are valid.

Who else has been affected by this?

Explore what effect this might have had on other people. If appropriate use activities to help the child to see things from other people's perspectives:

- Call upon your own experience or experiences you've heard about from others.
- Stories and role play can support empathy. Wonder aloud to aid understanding.
- Pictures and photographs, drawings and cartoons can help the child see other perspectives.

What do you need, and what needs to happen now so that the harm can be repaired?

To reinforce the collaborative nature of the process it can be helpful to ask: "how can we put right the harm caused?" or "what have we learnt from this experience?" This is about reparation in its widest sense.

Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at that time. What does the child need in order to move forward?:

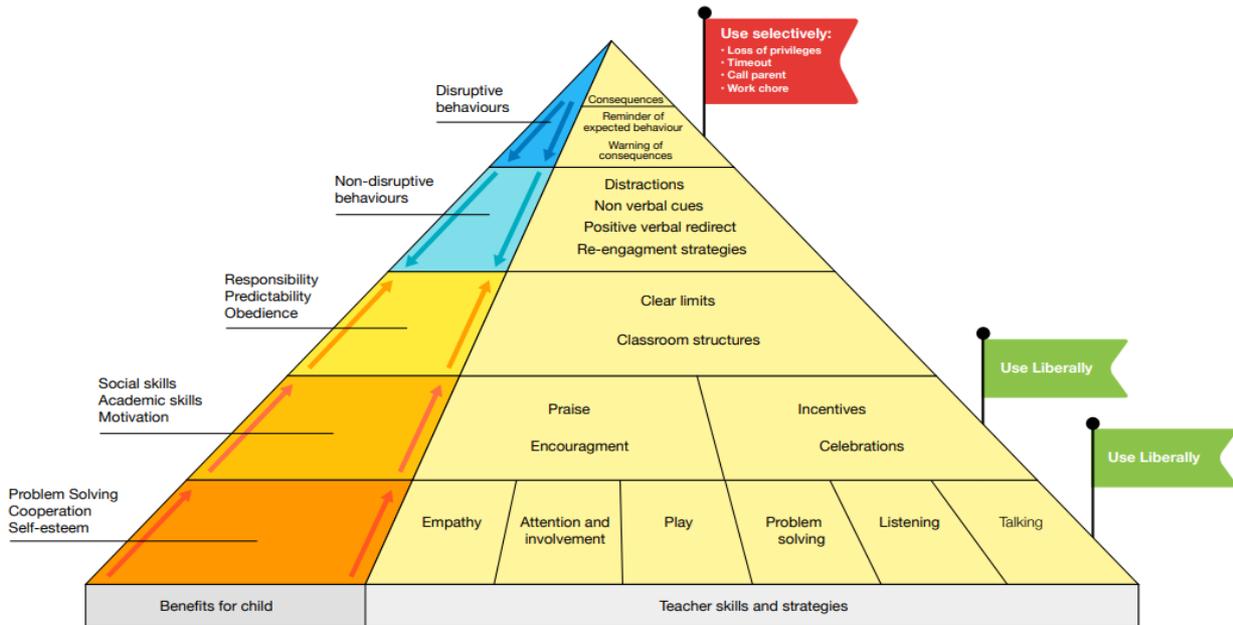
- Short term intervention to help to keep them safe, particularly in managing specific situations / transitions that they may find tricky.
- Support, mediation and a structure to enable the repairing of relationships.
- Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won't happen again.



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In summary the diagram below, represents some of the strategies and impact we are seeking for our children.

Figure 5: The Incredible Years Teaching Pyramid®



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.

EEF – Improving Behaviour in Schools

Rewards

Rewards:

1. Verbal praise and recognition.
2. 'Above and Beyond' effort highlighted on whole class recognition board.
3. Written acknowledgement – comment in book or stickers
4. Praise postcard / certificate or a phone call home (linked to Ready, Respect, Safe)
5. Show / share with another teacher, team leader or Headteacher - receive sticker!
6. School Values Certificate e.g. Respect, Confidence, Responsibility, Aspiration
7. Specific Certificates e.g. reading
8. Learner of the Week Certificate (2 children per class per week)
 - shared in Celebration Assembly
 - attend Hot Chocolate Friday
 - Headteacher Award - letter sent home!
9. Commendation certificates (house points) - Bronze 25pts; Silver 50pts, Gold 75pts and Platinum 100pts.
10. Roll of Honour: Conduct, Community, Excellence & Endeavour. Children nominate candidates for awards.

Individual House points are added-up at the end of each term and the winning team are rewarded with wearing non-school uniform on the final day of term.



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Recognition Boards

Each class will have a recognition board. This forms part of the classroom display and is a very important part of the rewards system. Teachers have freedom to use the board to suit the needs and age of the class and design a board in anyway they wish. Its simple premise is to recognize any child who has gone '**above and beyond**' normal expectations for that individual and should be centered on the effort of individual pupils. This can be for anything e.g. behaviour, learning, attitude etc. Recognition boards can be very generic and the class teacher may choose a weekly focus e.g. being resilient learners, applying prior knowledge or sharing / turn taking.

Class Teachers can choose to implement the focus on a daily, weekly or fortnightly basis. They should also take time to introduce the focus or if no specific focus is chosen, highlight the behaviours that would be considered worthy or a place on the Recognition Board.

House Points

House points are earned when

- being polite or holding a door open
- lining up well as a class
- they demonstrate a growth mindset / grappling with their learning
- act collaboratively (in a team / through play)

House points should be collated in two ways:

1. Collect for each House Group – the house group with the most points earns a Non-Uniform day – points should be collected by House Captains.
2. Once the class as a whole has collected a given amount, the whole class earn a class treat. Children should be involved in the generation of the treat, but staff should give thought to how these ideas can be elaborated and given great Kudos e.g. a DVD afternoon could expand to become a trip to the cinema.

Once earned points, certificates, recognition cannot be taken away.

Recording incidents:

Serious incidents (resulting in a detention or contact with parents or repeated behaviour patterns) are recorded by all staff on the electronic monitoring system (CPOMS). This includes details of the incident and actions taken.

There are 2 tabs to link behaviour incidents to: **Behaviour OR Verbal and Aggressive**. It may be appropriate to link to other tabs as well. Ask if not sure.

The DSLs will be automatically informed of incidents and appropriate staff should be tagged into the log. Logs are analysed termly (by the SLT and Gops) and actions planned. Lower level behaviour incidents are recorded in the class warning book

Serious incidents involving safer handling will be recorded on a specific 'Restraint Record' form and be signed by the staff involved and parent.



RESTRAINT REPORT
FORM updated 07062



Watcombe Primary School

Relationships Policy

Working with Parents:

It is really important to keep parents informed of pupil behaviour. This can be for positive and negative reasons. Parents informed can then work in partnership to support the pupil in making improved choices. They may be able to attribute a reason for behaviours which can help us to plan a support package around the pupil.

Consideration should be given to what is shared with parents – Do they need to know every little incident?

As a parent receiving a positive reflection on your child's behaviour and attitudes is very powerful. Messages home can be face to face, text, email or a phone call.

When having a dialogue with a parent be sensitive to the surroundings – consider where & how.

For some families, it is advantageous to inform the parent of any incidents before they meet and greet their child. This ensures a full version of events can be relayed and subsequent actions allowing the parent to process the information.

When does this policy apply?

This policy is written in order to promote positive behaviour and cover most behaviour response to poor behaviour and identified needs. It is not possible to cover every eventuality and should be applied through a reasonable and considered approach. If unsure how to respond to an incident then advice should be sought from the respective Phase Leader.

All staff have the power to discipline pupils (proportionately and consistently in line with this policy) whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 /91 of the education & Inspection Act 2006)

Adults can apply this policy to pupils at any time when a pupil is in school, elsewhere under their instruction and in certain circumstances, outside of school.

Adults should regularly remind children in their care of the guidelines and expectations for behaviour, particularly at pertinent times (e.g. before visits or when children have not kept to the guidelines).

Safeguarding

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.



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Sexual Abuse and Online Incidents

Even if sexual abuse is not being recorded, staff need to assume that it is occurring. All children should be challenged if sexual abuse occurs. Language should never be dismissed as 'boys being boys' or 'that's normal; it happened to me and that's ok'. Incidents should be recorded and dealt with in line with this policy and where appropriate logged with the local authority. Repeated incidents may lead to consideration under the Anti-Bullying Policy or Child Protection & Safeguarding Policy.

Everyone has the right to be treated with kindness, respect and dignity and these same standards apply online. Negative online interactions can damage the school's culture and can lead to the school feeling like an unsafe place. Staff should be aware that there can often be a strong link between online and sexual abuse incidents. When online incidents occur outside school time, they are the parent's responsibility, however a sanction can be imposed, where the behaviour:

- poses a threat or causes harm to another pupil or
- could have repercussions for the school or
- the pupil is identifiable as a member of the school or
- the behavior could adversely affect the reputation of the school.

Racial / Homophobic bullying

Incidents of a racial/homophobic nature will be recorded upon the school recording system under the racial/homophobic tab. Both the perpetrator and the victim will be spoken to and relevant actions taken – parents will be informed. Continued incidents or a single incident may lead to consideration under the Anti-Bullying Policy or Child Protection & Safeguarding Policy.

Pupils' conduct outside of the school gates:

School staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

This may happen when the pupil is:

- Taking part in any school – organised or school related activity or travelling to or from school
- Wearing school uniform or being in some other way being identifiable as a pupil at school

Or

Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

A school staff member can only carry out this discipline with the pupil on the school premises or elsewhere when the pupil is under the lawful control of the staff member.



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Confiscation of inappropriate items

What the law allows:

Teachers do have the power to confiscate pupils' property should there be a reasonable need.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) **The general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers' on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).

2) **Power to search without consent for "prohibited items"** (Section 550ZA (3) of the Education Act 1966) including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images -

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the safeguarding procedures and refer to the DSL as soon as possible. **The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.**

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons, knives, drugs and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide in consultation with the parent if and when to return a confiscated item.

(More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in; Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'. See Associated Resources section below for a link to this document).

Accusations against staff

Following an accusation against a member of staff the investigation will be established under the 'Managing Accusations Against Staff' policy.

If the accusation is found to be malicious then a pupil will be sanctioned appropriately and proportionately following the sanctions.



Watcombe Primary School Relationships Policy

Reasonable force

Staff have the authority to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

Please reference the school: Positive Handling Policy

School staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for any other items.

Useful documents:

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Education and Inspections Act 2006 - <http://www.legislation.gov.uk/ukpga/2006/40/contents>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

APPENDIX A: TORBAY BEHAVIOURAL THRESHOLDS





Watcombe Primary School Relationships Policy

Appendix 1 - Policy on a Page

‘Working together to make things better’

A culture exists, which seeks to get the best for every child, no matter the need or disadvantage. If a child struggles with reading or maths we support them to improve; if a child behaves inappropriately then we support them to improve, regulate their emotions and access the curriculum.

Watcombe Code

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Dealing with Behaviour

Exceptions	Repair and Restore	Amber		White	Bronze	Silver	Gold
Involves SLT Swearing Fighting Derogatory language Damage Bullying Persistent refusal	Time in with an adult to reflect on behaviours and restore any damage. Restorative Conversation	Reminder We can still turn this around!	Notice to refocus Let’s turn this around and get back to green.	Aim for Gold Everyone starts here!	Well done! You are moving in the right direction	Great! You’ve earned a praise postcard!	Fantastic You’ve earned a Headteacher Award.

- Restorative Conversation (see page 13)

Remember it is vital that adults remain calm, in order to co-regulate the child. If you feel you are reaching your own emotional capacity then seek support or ‘tap out’.

<u>Rewards</u>	<u>Key Mantras</u>
Positive Praise - tell parents, Headteacher (text message), praise postcard) Horizon pathway, House Points Certificates	<p style="text-align: center;">PLACE – Playfulness, Love, Acceptance, Curiosity & Emathy “Fight fire with water” <u>Be deliberately bothered – positive noticing</u></p> <p style="text-align: center;">Poor behaviour choices need intelligent responses not emotive ones. Behaviour is communication; what is being communicated? Lend your ‘thinking brain’ – “I wonder if you’re sad because”</p> <p style="text-align: center;">WINE – I wonder, I imagine, I notice, show empathy. SEA – safety, empathy, agreement. Children must feel listened to; they must belong!</p> <p style="text-align: center;"><u>Restore and Repair</u> <u>Be Non-Judgmental!</u></p>



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Appendix 2 – Lunchtime Arrangements

Lunchtimes represent arguably the most unstructured time of the day for the children and often present children and staff with the most difficult / challenging behaviours. It is imperative therefore that the school maintains robust relational approach during this period. Challenges exist as lunchtimes are split between the dining room and playground/field and it is not always possible for classroom strategies to be applied.

Lunchtime Horizon Pathway

Action	Exceptions	Repair & Restore	Amber		White	Bronze	Silver	Gold
		Time in (with)**	Reminder	Notice	Laudable Lunchtime Behaviours			Exceptional Lunchtime Behaviours
What?	Contact Duty Lunchtime Leader / SLT	2 minutes with staff member*	Shine a light on desired behaviours	Re-focus I notice that	Record name on board and/or lunchtime sticker --- equates to moving along the pathway.			Nominated for Pupil of Week / Hot Chocolate
Who?		Staff member identifying behaviour						

*If child refuses, seek lunch duty leader

**On the Playground / Field – ‘Time in’ becomes ‘Time with’ and the child would need to stand with and engage in a restorative conversation with the staff member who identified the behaviour.

It is important to recognize that this approach is superseded by a child’s behaviour plan. It may not be possible or appropriate for staff to engage with these children in this way.

It is vital for MTAs to relay positive and negative behaviours to class teachers, so that lunchtime behaviours are mapped within the whole class horizon pathway. Children will receive a sticker for positive behaviour – this should indicate to class teachers that the child can move along the pathway.

MTAs to record reminders and Time with behaviours in a lunchtime book – this will then be handed to Starfish class and teachers should arrange for this book to be passed through each class until Turtles (Nursery) for class teachers to check.



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Appendix 3 - Watcombe Inclusion Pathway

WAVE	Positive Action	Adult responsible	Time-frame
WAVE 1 Initial response Universal provision	IF SEND refer to ISP/ Regulation plan and any other documentation and ensure recommendations are in place.	CT	Ongoing
	Ensure inclusive classroom learning environment, ASC friendly. As minimum: <ul style="list-style-type: none"> • whole class visual timetable, • consistent expectations, • Now/Next or individual visual timetable, • Considerate seating arrangements • Access to manipulatives, scaffolds and regulatory activities for SEND and whole class e.g. brain and movement breaks. • Planning adapted for SEND needs e.g. groupings, support and resources. • Zones of Regulation 	Class team	Ongoing
	Relationships – engage child, play with child, support child, understand child, connect with child, establish common bond / interest. PACE / PLACE CONNECTION BEFORE CORRECTION! POSITIVITY Daily Check in & follow up – Zones of Regulation	All adults	Ongoing
	Notice	Adult identifying behaviour	As required
	Reminder		
Restorative Conversation – natural and logical consequences.			
If behaviours are not changing or escalating significantly then move to Wave 2			
WAVE 2 <i>Child still responsive and can recognise their mistakes.</i> <i>Regulates quickly</i> <i>Occasionally unsafe – respectful within RCs.</i> <i>Persistent low-level disruption</i>	Repeated Restorative Conversations – need for further action – More than 2 RCs in 1 week.	Adult identifying behaviour	X2 weekly
	Contact parent 1 <ul style="list-style-type: none"> • Discuss and agree steps to address behaviour 	CT	Implementing changes for 2-3 weeks.
	Use of natural consequences e.g. you have refused to eat your lunch, therefore you are hungry, in conjunction with restorative conversation	CT / Adult identifying behaviour	
	Use of logical consequence e.g. repair damage, apology, tidy up, written apology etc in conjunction with restorative conversation.		
	Restorative consequence could include: breaktime / lunchtime isolation from peers (partial or full); work sent home; sent to SLT; privilege withdrawn e.g. football / ICT at lunchtime etc in conjunction with restorative conversation.		
	Contact parent 2	CT / Team Leader	
	Staff Reflection – what is causing behaviour? What can we change? <u>REFER</u> to <u>Watcombe SEND Strategy</u> . Is classroom environment effective and meeting needs of pupils? Are expectations consistent enough?	CT	
Consider possible triggers e.g. seating arrangements, peer relationships, challenge or perceived challenge in work, staff relationships, recording, time in lesson.	CT		
If behaviours are not changing or escalating significantly then move to Wave 3			
WAVE 3 <i>Significant curricular adaptations</i> <i>Persistent & significant disruptions</i>	Team Child Conference	All involved	Implement changes for 2-3 weeks
	Focussed observation of child in classroom by member of SLT.	SLT	
	Ad hoc pastoral intervention	Pastoral	
	Consider Family Support – consult Family Mentor; what do we know? What can be done differently? What is happening for the child / has happened?	CT / Family Mentor	
	Create, introduce and share Social Stories or Comic Strip conversations linked to need / behaviour / trigger etc.	Class Team /	
	Conduct CPOMS behaviour analysis	HT / SENDCO	
	Repeat WAVE 1 & 2 actions	CT	
	Consult graduated response (likely SEND need) – update provision – these must be given time to embed.	CT	
Embed new strategies	CT and team		



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<p>More frequently unsafe.</p> <p>Defiant and disrespectful to all staff – unable to recognise impact on others.</p> <p>Limited response to Wave 2 interventions</p> <p>Dysregulation x2 weekly</p>	IF SEND refer to ISP / Regulation plan and any other documentation and ensure recommendations are in place. Update Regulation plan.	CT	
	Advice from SENCO	CT / SENDCO.	
	Parents conference	CT / SLT (SENDCO if SEND)	
	Adapt planning; consider task design and lesson structure e.g. small group support; 1:1 check in or safe space.	CT	
	Personalised Reward System e.g. cubes	CT / Pastoral	
	Team Leader to contact parent	Team Leader	
	Report Card	DHT / HT	
	Restorative Isolation – (internal exclusion) ½ day; day working outside the classroom without access to peers or in another year group (Y56 to EYFS, Y34 to Y56, Y12 to Y34, EYFS to Y12, where appropriate), in conjunction with restorative conversations.	SLT	
	DHT / HT contact parents / carer	DHT / HT	
	Staff Reflection – what is causing behaviour? What can we change? RE-REFER to Watcombe SEND Strategy. Is classroom environment effective and meeting needs of pupils? Are expectations consistent enough?	CT / Class Team / Team Leader	
IF SEND refer to ISP and Watcombe SEND Strategy and any other documentation and ensure recommendations are in place.	CT		
If behaviours are not changing or escalate significantly then move to Wave 4			
<p>WAVE 4</p> <p>As above, yet sustained for 2-3 weeks and / or considered more disruptive, defiant, disrespectful and unsafe.</p>	Second Focussed observation of child in classroom by SLT / HT.	SLT / HT	Implement changes for 2-3 weeks
	Review WAVE 1, 2 & 3 <ul style="list-style-type: none"> Triggers Learning Environment 	CT / SENDCO / SLT	
	Revisit graduated response – further adapt provision (consider Wave 3 recommendations) – these must be given time to embed.	CT / SENDCO	
	Write / review regulation plan – child’s plan and implement	CT / SENDCO / SLT	
	Review adult support / provision in class	HT / SENDCO	
	Restorative Isolation – (internal exclusion) ½ day; day working outside the classroom without access to peers or in another year group; extended lunchtime monitoring / rota / timetable / isolation in conjunction with restorative conversations.	SLT	
	Educated in small group	CT	
	Educated individually	CT / SLT	
	Access Alternative Provision in house	HT / SENDCO	
	Referral to agency e.g. EP, Chestnut Outreach, School Nurse, SEND and Inclusion teams (At Risk of Exclusion referral / meeting)	SENDCO / HT / CT	
Formal Pastoral support / intervention	HT / SENDCO		
Is school able to meet the needs of this pupil effectively? If unable to meet the needs of the pupil, then school move to Wave 5 options.			
The above ‘WAVE 1,2,3,4 Actions’ should have been rigorously and consistently embedded over a period of <u>6-9 weeks</u> before suspension / exclusion is considered, <u>UNLESS</u> a one-off behaviour is deemed extremely dangerous or harmful to pupils or staff and therefore suspension and exclusion would be considered immediately.			
Pupil behaviour will peak and trough. If actions have positive impact for a 2-4 week period, then any re-escalation would see the <u>6-9 week</u> process restart. NB – behaviours unlikely to completely stop, so positive impact could be represented by a desired change in behaviour, reduction in incidents, increased levels of engagement etc.			
<p>Wave 5</p> <p>Repeated W4 restorative isolations</p> <p>Uncontrollable or unprovoked, extremely violent incidents</p>	Suspension	HT	
	<ol style="list-style-type: none"> 1) Intervention has had no impact after 6-9 weeks. 2) One-Off incident or multiple incidents within a 10 day period, where behaviour consists of uncontrolled, unprovoked assaults on adults / children and/or intent to deliberately harm (see Exclusion and Suspension Policy for further details). Could be verbal / physical and include online incidents. 3) Consult and work with local authority e.g. SEND team / inclusion lead. 		
	Managed Move in conjunction with local authority.	HT	
	Exclusion	HT	



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causing significant harm or intent to do so.	<ol style="list-style-type: none">1) Repeated suspensions with minimal impact – up to a maximum of 45 suspension days per calendar year are permitted (DFE guidance).2) One-Off Extreme behavioural incident considered worthy of permanent exclusion.		
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Appendix 4

How can we make it better?		
What is working well? 	What are we worried about? 	What needs to happen to sort out this worry? 



Watcombe Primary School Relationships Policy



Appendix 5 – Horizon Pathway

	Repair and Restore	Amber	White	Bronze	Silver	Gold	
	Recorded in Caution / Time in book			Peg system, part of classroom display.			
	<p>Time in with an adult to reflect on behaviours and restore any damage.</p> <p>Restorative Conversation (see page 13 for more detail)</p>	<p>Reminder</p> <p>We can still turn this around!</p>	<p>Notice</p> <p>Let's turn this around and get back to green.</p>	<p>Aim for Gold</p> <p>Everyone starts here!</p>	<p>Well done!</p> <p>You are moving in the right direction</p>	<p>Great!</p> <p>You've earned a praise postcard!</p>	<p>Fantastic</p> <p>You've earned a Headteacher Award.</p>
Possible adult scripts to support pupils	<p>Help me understand...</p> <p>What happened...</p> <p>I wonder what you were thinking/ feeling at the time / how this might feel</p> <p>I imagine that was / you felt</p> <p>I wonder what we could do...</p> <p>What I'm noticing is that when x happens you do x...</p>	<p>You continue to be unsafe therefore this is your reminder.</p> <p><u>Regulate</u>: take some time to calm down</p> <p><u>Redirect</u> / distraction – have you seen / heard about (tap into child's interests)</p> <p><u>Reflect</u>: what went wrong? What can I do differently?</p> <p><u>Act</u>: now it's time to do it and get back to green</p>	<p>Recognise and celebrate Ready, Respect, Safe behaviours</p> <p>Shine a light on desired behaviours e.g. well done ???, great listening; I can see / notice you are ready / are not ready....</p>	<p>Keep up the excellent work / efforts</p> <p>Shine a light on desired behaviours e.g. well done ???, great listening; I can see you are ready</p>	<p>Great, you a making excellent efforts</p> <p>I'm sure your parents / carers will be very proud</p>	<p>I'm so proud of you</p> <p>Consistently wonderful work / behaviour / attitude</p>	
Types of behaviour	<p>Physical or verbal aggression</p> <p>Leaving the classroom without permission / failing to return.</p> <p>Any behaviour that compromises the safety of others</p> <p>Bad language</p> <p>Refusal / Defiance</p> <p>Unable to regulate</p>	<p>Leaving seat repeatedly</p> <p>Disrupting the learning of others</p> <p>Shouting out, interrupting the calm environment of the class</p> <p>Disengagement with own learning</p> <p>Poor listening</p>	<p>Ready</p> <p>Respectful Safe</p>	<p>Showing consideration and support for others,</p> <p>Seeking support appropriately</p> <p>Consistent effort, attention and concentration</p>	<p>Exceeding expectations of learning Persevering when learning is challenging</p> <p>Demonstrating care and concern for others</p>	<p>Showing behaviour that is continually above and beyond the expectation</p> <p>Consistently being in the right place, at the right time, doing the right thing</p>	



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