

Wyke Regis Primary Federation



Inspiring Hearts and Minds

Promoting Positive Relationships Policy [Incorporating a Safe Touch Approach/Policy]

Aim

At Wyke Regis Primary Federation we all aim to teach children how to behave in a way that leads to positive relationships being formed, developed and enriched. We understand that all children will need to learn strategies to help them thrive in our school community. We aim to highlight and celebrate those behaviours that encapsulate what it means to be a positive contributor to our school community.

Introduction

‘Inspiring Hearts and Minds’ is the aspiration of all at Wyke Regis Primary Federation and all stakeholders share in our vision to develop learners who are: creative, aspirational and resilient, that have a strong sense of self-belief and well-being, are able to form positive relationships and are literate and numerate.

As stated in Teacher Standards Section 2, we agree that all adults at Wyke Regis Primary Federation will “treat pupils with dignity, building relationships rooted in mutual respect”.

We recognise that positive relationships are central to effective learning. At Wyke Regis Primary Federation we expect everyone to show respect and compassion for all, to be honest and to take responsibility for their actions.

The children come to school as individuals, and as such will display a wide variety of behaviour patterns based on home values, life experience and attitudes. At Wyke Regis Primary Federation we aim to develop a community of tolerance and respect that is underpinned by British values.

All stakeholders have a key role in developing positive relationships in our school community. These roles are as follows:

The Role of the Child

- To engage in learning about emotions and feelings.
- To understand and try their best to follow school rules.
- To learn how to recognise when things have gone wrong and to know why it is important to put them right.
- To develop the ability to regulate, reflect and restore when relationships break down.
- To work with adults and other children to solve problems and make things right.

The Role of Parent/Carer

- To be a positive role model for their children.
- To promote and uphold the Promoting Positive Relationships Policy;
- To respect the disciplinary authority and professionalism of staff;
- To ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours which are not typical of them;
- To address issues with the Class Teacher in the appropriate manner;
- To attend meetings with the SLT or other staff to discuss their child's behaviour;
- To work with the school to support their child's positive behaviour.

The Role of Support and Lunchtime Staff

- Promote and uphold the Promoting Positive Relationships Policy;
- Have high expectations of all children;
- Encourage, praise and listen to children;
- Follow reflective and restorative procedures to ensure a consistent and fair approach;
- Consider the 6 nurture principles [Appendix 1];
- Evaluate the factors which can contribute to negative behaviours and seek to provide high levels of engagement, opportunities for speaking and listening and practical demonstration of learning;
- Seek the advice of the class teacher or SLT should the situation not be resolved.
- Contribute to a chronology document when required [behaviour log];
- Keep a written record of all incidents of a serious nature using the agreed behaviour log and ensure that the SLT is informed of any safeguarding incidents within that same day.

The Role of the Class Teacher

Relationships and communication between all adults and children should show respect, cooperation, tolerance, encouragement and praise. They should reflect the

underlying principles of nurture and restorative practice. Each teacher has responsibility for the maintenance of discipline within their own class. They will:

- Work to promote and uphold the Promoting Positive Relationships Policy;
- Have high expectations of all children;
- Follow reflective and restorative approaches to ensure a consistent and fair approach (for some pupils this will be through dialogue rather than reflection sheets);
- Consider the 6 nurture principles;
- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement, opportunities for speaking and listening and practical demonstrations of learning;
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and tolerant;
- Encourage, praise and listen to children;
- Contribute to a chronology document when required [behaviour log];
- Keep a written record of all incidents of a serious nature using the agreed behaviour log and safeguarding incidents on My Concern and ensure that the SLT is informed of any safeguarding incidents within that same day.

The Role of the Senior Leadership Team

Overall responsibility for maintaining positive discipline throughout the school lies with the Head Teacher and Senior Leadership Team. This includes:

- Promoting and upholding the Promoting Positive Relationships Policy;
- Establishing a culture of positivity and monitoring the consistent application of this policy;
- Celebrating consistently positive behaviour amongst all pupils and instilling a sense of pride in those pupils achieving this behaviour;
- Supporting staff at all levels in managing challenging behaviour through the communication of clear policy and procedures, monitoring incidences of behaviour and supporting staff, pupils and families in resolving consistently negative behaviour;
- Embedding the 6 nurture principles across all aspects of school life;
- Discussing pupils who display continuing negative behaviour;
- Managing the induction of new staff to ensure they understand this policy and receive the appropriate support to ensure that it is fully implemented.

Learning how to work with our emotions

Here at Wyke Regis Primary Federation we understand how important it is to recognise and talk about our feelings and emotions. We understand that all members of the school community have life events that impact on their emotions and wellbeing. We understand that these emotions can show themselves in behaviours that do not meet the expectations of the school rules. We understand that these behaviours are a form of communication. We have a specific Wellbeing section of the

Federation Development Plan. We use the detailed scientific research linked to Attachment Theory and the impact of Early Childhood Trauma to support all members of our school community through periods where their behaviour impacts upon learning and positive relationships.

Developing the use of 'Motional' and TAPs

When children are identified as needing support to manage their behaviour and develop approaches to self-regulation we will use the 'Motional' software to assess their emotional needs. This software is based on the research of Jaak Panksepp over more than 40 years and is linked directly to Trauma Informed Schools UK. Where possible this assessment will be carried out with parents and the outcomes shared between parents and the adults in school working with the child. This assessment will lead to a bespoke program of activities which will focus on the specific needs of the child. These programmes will be delivered by members of staff who have been trained on how to deliver these programmes – Trauma Aware Practitioners [TAPs]-overseen by our TISUK qualified practitioner and SENDCo.

Some of these programmes will involve the use of appropriate touch such as palm and finger massage. This has highlighted for us the importance of 'Safe Touch Procedure' [Appendix 2]

Class Charter

Each class begins a new year by creating a class charter. The class charter is at the heart of creating responsible citizens and should be referred to frequently throughout the year. As a key part of the curriculum, we use various methods to help the children to develop important skills and qualities such as regulation, reflection and restoration.

These class charters will be visible in each classroom and referred to by all stakeholders. They will be shared with parents so that expectations can be reinforced and understood at home.

Positive Outcomes (Rewards)

We believe that children should be encouraged and rewarded for behaving well and working hard. We use the following positive rewards, amongst others:

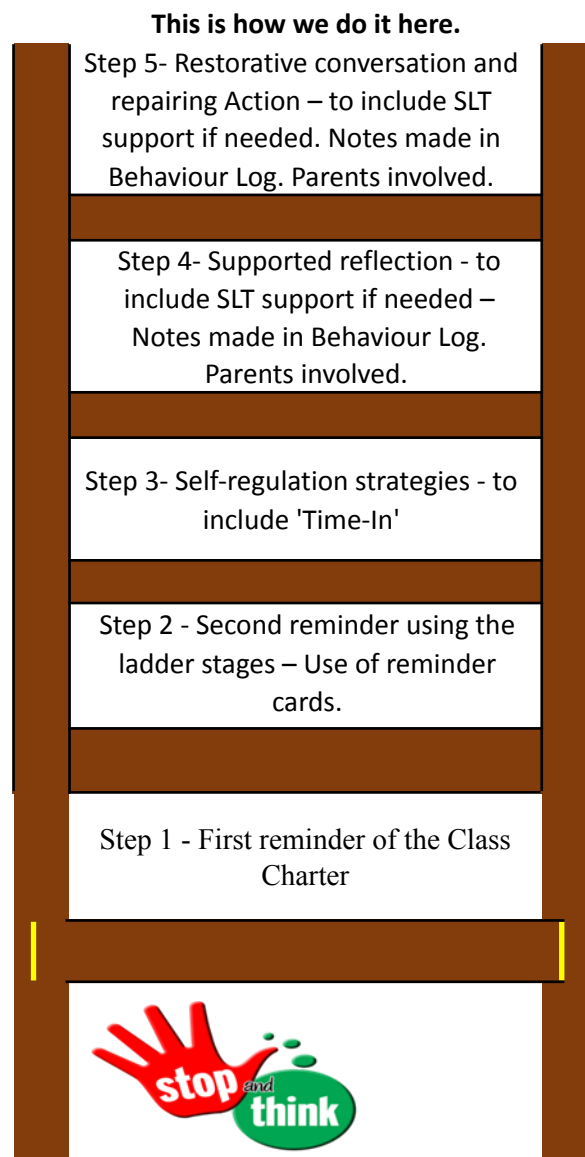
- Non-verbal rewards such as thumbs up or a smile;
- Praise;
- 'Moving up' from the sun to the rainbow.
- 'Jewels in the jar'
- Showing work to another teacher or the SLT;
- Stickers;
- Certificates;
- Letters/Postcards home to parents;
- Celebrating achievement;
- Displaying work;
- Dojo points;
- House points;

- Golden Time/Class Time - Golden Time can form an important part of the Promoting Positive Behaviour and Relationships policy. Golden Time should always be seen as a treat and a privilege to be earned throughout the week.

Negative Outcomes (Sanctions)

We believe it is important to build clear consequences for negative behaviours into this policy. Consequences should be linked to the inappropriate behaviour and should help the pupil to reflect on why their behaviour was unacceptable. A staged system has been developed to support this.

If a child is displaying behaviour which is not respecting the rights of others, a series of procedures will be followed:



*SEE APPENDIX FOR DETAILED STEPS

Parental involvement in the step system

Once a child has reached step 4 in the behaviour system then parents should be informed by the class teacher at the end of the day. Any reflection sheets should be copied for parents to follow up with their child/ren at home.

Any patterns of behaviour that are reflected at home will need to be reported to staff to aid in developing an approach to improve behaviour moving forward.

Behaviours 'Beyond'

Whilst this policy has a focus on supporting and developing positive behaviours and relationships, some behaviours will be so severe and in some cases sustained that children will require clear support plans to be put in place which involve the children themselves, parents, school staff and in some cases external agencies. Even with this support, there may be some occasions where behaviour leads to reporting to Dorset Council, other agencies and in some cases exclusion, which may be for a fixed period or permanent. [See DfE guidelines]

Racist or Bullying Behaviour [including Homophobic and Cyberbullying]

Any incident of racist or bullying behaviour is unacceptable and must be recorded in line with Dorset Council policies and procedures. These incidents are reported annually to the authority.

Managing Off-Site Behaviour

The federation asserts its right to discipline its pupils 'beyond the school gates' as a response to poor behaviour and bullying which occurs off-site and online and is witnessed by a member of staff or reported to the schools. This can occur when a pupil is:

- Taking part in online activity that is deemed threatening or upsetting to other pupils
- taking part in any school-organised or school-related activity or
- travelling to and from school or
- wearing school uniform or
- in some other way, identifiable as a pupil at the school. or, misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the schools or poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the schools.

In all these circumstances, the headteacher will consider whether it is appropriate to notify the police. Where behaviour is criminal or poses a serious threat to a member of the public, the police will be notified. In addition, staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, federation staff should follow its safeguarding policy.

Exclusion

Exclusion is a legal process. Exclusion from Wyke Regis Primary Federation will only happen as a last resort, when all other measures and a range of strategies have been tried and failed, or in cases of serious breach of the school's relationships policy. Parents will always be contacted and involved in any exclusion process. Reintegration meetings will be held to support the child and family with their transition back into school following fixed term exclusions.

Review

This policy will be reviewed in November 2022.

Appendix 1

The Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Lucas,S., Insley,K. and Buckland,G. (2006) Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, The Nurture Group Network.

Safe Touch Procedure

The term Physical Contact is used to describe the use of touch for many purposes in numerous different contexts. This is a controversial and complex area. There have been instances where schools have had a no touch policy and totally forbade staff from touching children. This is actually against all statutory guidance and is not tenable.

The Children Act 1989 makes it clear that the paramount consideration in any decision should be in the best interest of the child concerned. Paramount in this context means that it should be the first thing people think about and it takes precedence over other considerations.

Physical contact should always be about meeting the needs of the child. Actions that can be ambiguous are open to misinterpretation. Staff should always think before making any physical contact. They should be clear about why their actions are in the best interest of the child concerned. They should remember that some children like physical contact and some do not. This information will be contained in a child's Positive Handling Plan held by the school. Rationale

Children learn who they are and how the world is, by forming relationships with people and things around them. The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing.

Many of the pupils who require emotional support from school may have been subject to trauma or distress or may not have had a positive start in life. It is with this in mind that staff seek to respond to children's developmental needs by using appropriate safe touch.

Our policy considers the extensive neurobiological research and studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, mental health and the development of social skills. We have adopted an informed, evidence-based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy growth and learning. Our policy rests on the belief that every member of staff needs to know the difference between appropriate and inappropriate touch. Hence, staff need to demonstrate a clear understanding of the difference.

Different types of touch

There are four different types of touch and physical contact that may be used, these are:

1. Casual / informal / incidental touch

Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating. This might include putting an arm out to bar an exit from a room, taking a child by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

2. General reparative touch

This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of

calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include stroking a back or an arm, rocking gently, cuddling, tickling or sitting on an adult's lap (lap cushion may be used), hand or foot massage.

3. Contact/interactive Play

Contact play is used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the child or an adult and child playing a game of building towers with their hands.

This sort of play releases the following chemicals in the brain:

Opioids - to calm and soothe and give pleasure;

Dopamine - to focus, be alert and concentrate;

BDNF (Brain Derived Neurotrophic Factor) - a brain 'fertiliser' that encourages growth. Interactive play may include: throwing cushions to each other or using soft foam bats to 'fence' each other.

4. Positive handling (calming a dysregulating child)

The restraining techniques used should be familiar to the staff involved, and they should be appropriately trained and be able to use them safely. A child who is in a state of dysregulation and has no mechanism for self-calming or regulating their strong emotional reactions may be physically contained by staff.

We would recommend that Staff employ the safest and gentlest means of holding a child, which is entirely designed to enable the child to feel safe and soothed and bring him or her down from an uncontrollable state of hyper arousal. Maintaining boundaries in such cases can be a vital corrective emotional experience, without which the child can be left at risk of actual physical or psychological damage.

The brain does not develop self-soothing neuronal pathways unless this safe emotional regulation has been experienced. Physical containment of a dysregulating child can be the only way to provide the reassurance necessary to restore calm. Such necessary interventions are fully in line with guidelines set out in the Government Document 'New Guidance on the Use of Reasonable Force in School' (DfEE 1998) and in the Education Act Section 550A.

During any incident of restraint, staff must seek as far as possible to:

- o Lower the child's level of anxiety during the restraint by continually offering verbal reassurance and avoiding generating fear of injury in the child;
- o Cause minimum level of restriction of movement of limbs consistent with the danger of injury (so, for example, will not restrict the movement of the child's legs when they are on the ground unless in an enclosed space where flailing legs are likely to be injured);
- o Ensure at least one other member of staff is present wherever possible.

Steps to Take Before Positive Handling

Prevention strategies and calming measures will be employed and the following action should be taken before a restraint is used.

- Applying the school's positive relationships policy
- Conversation, distraction, coaxing skills, gentle persuasion or redirection to other activities (e.g. touching the child's arm and leading him / her away from danger, gently stroking the child's shoulder);
- Put distance between the child and others - move others to a safer place;
- Calmly remove anything that could be used as a weapon, including hot drinks, objects, furniture;
- Use seclusion only if necessary for a short period while waiting for help, preferably where a member of staff can observe the child;
- Keep talking calmly to the child, explain what is happening and why, how it can stop, and what will happen next;

Although these techniques to calm a dysregulated child are seen as best practice, individual children may require techniques to calm down. Reference to a child's Individual Support Plan is required for more information.

Appendix 3
Positive Reflection Cards

Wyke Regis Primary Federation
Reflection Card



Think- How are your behaviours affecting others?

Act - What positive steps do you need to take now?

Wyke Regis Primary Federation
Reflection Card



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Appendix 4a

Reflection and Restoration Sheet for FS – KS1

Appendix 4b

Reflection and Restoration Sheet for KS2

Appendix 4c

Detailed steps on ladder



Reflection Sheet

Name: _____

Date: _____

1. Draw what happened. Write a sentence if you can, or ask an adult to write it for you.



2. How did you feel?

3.



happy



sad



worried



cross



scared

4. How did the other person feel?

happy

—



sad

—



worried

—



cross

scared

5. Draw what you will do now to make it better.



Reflection Sheet

Name: _____ Class: _____

Date: _____

What happened?

Why were your actions not acceptable? Think about how others might be feeling or how they have been affected.

How did you feel at the time?

How do you feel now?

What could you have done differently?

What positive action do you need to take now?

The Ladder – Behaviours, Steps and Consequences

Behaviours	Ladder Steps	Consequences
Low level off task behaviours – Talking to a friend during an input, Not being on task and at risk of not completing work, running in a corridor, not lining up correctly	Step 1 - First reminder	This reminder could be spoken, a look or a referral to the ladder. The expected behaviour should be reinforced at this point – What do you want to see? Who is doing it? People following the expected/reminded behaviour should be ‘moved up’ at this point
Continuation of low level off task behaviours – Non-response to the initial reminder given above – ignoring given reminder or repeat of behaviours within a short period of the first reminder.	Step 2 - Second reminder using the ladder stages – Use of reminder cards	This reminder needs to be given with clear link to the next step of consequences – This is a ‘last chance’ to rectify behaviour without some time impacting consequence.
Continual low-level behaviours – 2 reminders and use of cards have not rectified the behaviour	Step 3 - Self-regulation strategies - to include 'Time-In'	At this point behaviour will need to be logged and child made aware of this – This will help if the child needs to be moved to a behaviour support plan later and will be useful in communication with parents. This is a time and reporting based consequence – A discussion will be held with the child regarding the behaviours exhibited and what will need to happen in subsequent sessions. Further independent reflection time may be given at this point with a follow up check- in prior to the start of the next session. [Example – Start of break time discussion with Class Teacher, student has reflection time during missed break, Check-in prior to the start of the next session] Parents must be informed
Repeat of low level off task behaviours after step 3 and on the same day The beginnings of higher-level behaviours at this point – Shouting at other children/ adults in class. Deliberate misuse of equipment. Use of expletives. Leaving the classroom.	Step 4 - Supported reflection - to include SLT support if needed – Notes made in Behaviour Log. Parents involved Behaviour Review	This is a time and reporting based consequence – Parents MUST be involved. Year leaders must be involved. SLT must be informed. Reflection sheets to be completed and copy sent home along with discussion with parents. Time taken to discuss with child and the implementation of how they are going to act on return to the classroom. Step 5 and beyond [i.e. Exclusion and Behaviour Support Plans] consequences discussed with child and parent at this point. Year Leaders to be responsible for Behaviour Review of children in their year group – SLT support where requested Teacher comes with child to BR
Persistent and continual low-level disruption over a series of days and all other steps followed Repeated higher level as in Step 4	Step 5 - Restorative conversation and repairing Action – to include SLT support if needed. Notes made in	This is a time and reporting based consequence – Parents MUST be involved. SLT MUST be involved. All actions and consequences as of Step 4. Reparative actions to be implemented and these to be completed in break and lunchtimes. Removal of any current privileges for a specified time. Formalised and recorded meeting with parents with child present. SLT in attendance.

High Level behaviours that require further investigation – Fighting, Throwing objects at others, Racist, sexist or violence towards others	Behaviour Log. Parents involved. Behaviour Review	Discussion at this point with SLT re the implementation of Behaviour Support Plan and the possibility of Exclusion. 'Behaviour Review PLUS' – discussions around further support including outside agencies
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Please note that the behaviours listed are not exhaustive but examples of that 'level' of 'consequence'

Other notes

1. **Adaptation for SEN children?** – This will depend on the child and SEN targets. Behaviours remain behaviours. Supportive consequences and BSPs can be individualised to needs.
2. **Rewards chart. What is in each year group?** – Clear rewards chart created to show what is happening in each year group.
3. **Where do persistent offenders end up?** – If children are continually ending up at Stage 4 and 5
 a BSP should be put in place and regular meetings held with all stakeholders as per the final point made in Stage 5 consequences.
4. **Is this Age/Stage appropriate?** – As stated in the meeting behaviours fit within certain steps as they are the clearly identifiable actions we see. Support to help children meet expected behaviours and avoid those that lead to steps need to be taught. Ideally these will be taught as part of the curriculum and identified on timetables. This teaching will be particularly crucial at transition points and in Early Years. However there needs to explicit work done when children need it just as there are interventions put in place in subject based learning.
5. **Training of MSAs** – Planned in the FDP for this year.