



St. John's CE Primary School Friern Barnet

Relational Policy Including Exclusion

We aspire to grow and flourish, live out the Fruit of the Spirit in our daily lives and go out beyond school, into the world making a positive impact and contribution.

‘But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.’ (Galatians 5 22-23)

At St. John's CE Primary School, we believe that each child has a right to the best education that can be provided in a partnership between school, parents and the community. At the heart of our approach is a commitment to nurturing relationships and connections that support pupils to flourish academically by realising their potential, while also enabling all pupils to thrive holistically in all aspects of their development.

Aims

- To encourage a calm, purposeful and happy atmosphere within the context of a Christian school environment;
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his or her own behaviour;
- To have a constant approach to behaviour throughout the school supported by parental co-operation and involvement;
- To provide clear instructions and expectations for behaviours that promote the safety and well being of all.

St. John's Ethos

St John's believes that all behaviour is communicating an unmet need or feeling. We work collectively as a community to understand the root of the behaviour and implement appropriate strategies for support. We are committed to:

- Promoting self-esteem, self-regulation and positive relationships based on mutual respect
- Promoting emotional literacy
- Explicitly teaching social and emotional skills
- Using high quality proactive, preventative strategies to decrease escalated behaviour
- Prioritising connection over correction
- Ensuring equality and fair treatment for all
- Adapting support, instruction and resources so all children can thrive
- Providing a safe and calm environment
- Encouraging positive relationships with the community

- Developing positive relationships with pupils to enable early intervention
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures
- Promoting a culture of belonging

The school acknowledges that children, on occasion, make undesirable choices. St. John's uses the TGMC Steps of Support (see appendix 4) to redirect undesirable behaviour and effectively implement support and interventions at the earliest possible opportunity.

St. John's recognises that children's behaviour may be a reflection of educational needs or mental health issues. The school is committed to using proactive preventative strategies to identify these and work with educational specialists to support children as soon as possible.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Roles and responsibilities

The governing board will have overall responsibility for:

- Using 'agreed language' when discussing behaviour
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website

The headteacher will be responsible for:

- Modelling 'agreed language' when discussing behaviour
- The monitoring and implementation of this policy and of the behaviour procedures at the school
- Establishing TGMC leads for raising behaviour and wellbeing support across the school
- Establishing high expectations of staff TGMC training around behaviour and mental health and supporting staff accordingly
- Publicising this policy in writing to staff, parents and pupils annually
- Reporting to the governing board on the implementation of this policy
- Monitoring and supporting staff wellbeing so they are regulated

The SENDCo will be responsible for:

- Modelling 'agreed language' when discussing behaviour
- Collaborating with the governing board and the headteacher
- Undertaking day-to-day responsibilities for the successful operation of the Relational and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support, which could include 'Connect the dots' intervention
- Communicating needs and contextual behavioural challenges of children to relevant staff
- Identifying where staff wellbeing needs support

The TGMC lead will be responsible for:

- Modelling 'agreed language' when discussing behaviour
- Identifying next steps for whole school training
- Signposting staff to relevant training
- Delivering TGMC training
- Reviewing classrooms and strategies regularly

Teaching staff will be responsible for:

- Using 'agreed language' when discussing behaviour
- Following St John's Steps of Support within daily classroom practice
- Setting up and maintaining a calm classroom that enables pupil voice, regulation and is neuroaffirming
- Teach and model emotional and social skills
- Explicitly teaching and reviewing classroom routines
- Working with the SENDCo, TGMC leads and specialist professionals where unmet needs and big feelings have been identified
- Using whole school strategies consistently and fairly
- Communicating when their own wellbeing needs support

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Using 'agreed language' when discussing behaviour
- Following The Steps of Support within daily classroom practice
- Adhering to this policy and applying it consistently and fairly
- Supporting pupils in adhering to this policy
- Promoting a supportive and high-quality learning environment
- Modelling emotional and social skills
- Being aware of the signs of unmet needs
- Being aware of the needs, outcomes sought, and support provided to any pupils with contextual behaviour challenges
- To be a good role model
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim

Parents will be responsible for:

- Using 'agreed language' when discussing behaviour
- Modelling St. John's Christian vision and values
- Collaborating with the Class Teacher, SENDCo and Headteacher to provide a holistic consistent approach
- Informing the school of any changes in circumstances which may affect their child's behaviour
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To encourage independence and regulation

- To be aware of the school expectations in terms of behaviour and learning

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same
- To treat others with respect
- To follow the school rules
- To take care of property and the environment in and out of school
- To cooperate with other children and adults

Agreed Language

This language supports a holistic understanding and allows us to identify the needs.

Traditional terminology	Agreed terminology
Challenging behaviour	Presenting big feelings
Low level behaviour	Unsettled
Lazy behaviour	Disengaged
Attention seeking	Connection seeking
Out of control	Dysregulated
Unacceptable	Undesirable
Touching everything	Sensory Seeking

St. John's Approach

All classrooms are committed to:

- Basic needs being met
- Classroom management systems are in place
- Well-being is at the heart

This sets children up for success. We do this by:

- Every child having a chair/place
- Every child can see the board
- All children being able to move and sit comfortably
- All children having a carpet/ table space
- Carpet organisation
- Name labels are used
- Belongings organised
- Pupil equipment organisation is clear
- Book organisation is clear
- Educator organisation is clutter free

Wellbeing is supported by:

- Calm space or calm tools available
- Well-being check-in's in some form
- Fonts are readable
- Visuals are used as much as text
- Clutter free
- Purposeful colours
- Access to natural light
- Access to nature where possible
- Pupil belonging displays
- Visual timetable

Classrooms are neuroaffirming by:

- Providing additional space for pupils where appropriate
- Noise cancelling headphones where needed
- Mindful of light
- Mindful of temperature
- Mindful of noise
- Physical adaptations
- Sensory tools are available
- Supportive tools are accessible
- Displays used muted colours and the front of classrooms are designed around a calm, neutral template of colours with limited display areas

Proactive Preventative Strategies

St. John's is committed to using proactive preventative strategies in everyday practice.

Proactive - Getting ahead of the needs and big feelings

Preventative - Preventing possible escalated behaviours

These include:

Well oiled classroom routines where children know how to:

- Line up
- Sit at tables and the carpet
- Transition in the class
- Transition around the school
- Talk to their partners
- Arrive in the morning
- Get equipment
- Present in books
- What dismissal looks like
- How to tidy up
- How adults get their attention

All classes explicitly teach routines and create a classroom agreement at the beginning of the year. Purposeful classroom displays reinforce these.

Everyday habits that support wellbeing:

- All educators greet their children
- All classrooms use visual timetables
- All classrooms use a version of a well-being check-in
- All educators use Calm Scripts
- Soft start and soft transitions are encouraged for regulation

All classes use 'You Belong Here' to ensure all children feel a sense of belonging and part of the class community.

Classroom communication strategies to support pupil wellbeing:

- Desk check-ins
- Connection box
- Non verbal communication signals

Class Agreements

At the start of each year in September, class teachers create a personal class agreement with their class. A discussion takes place in each class about how they want their classroom to feel. Children then consider how to achieve this and expected behaviours are discussed. The number of expectations is kept to as few as possible (no more than 5), but left to the understanding of the class teacher for their particular cohort. These are positively worded, eg. 'We allow others to concentrate' rather than 'we don't disturb others.' As appropriate, these agreements are signed by all members of the class and staff working within the class. These agreements are reviewed at least termly within each class.

At St John's we recognise praise and positive reinforcement is our most powerful tool in supporting children with their behaviour and attitude.

How We Encourage Success and Positive Choices

Class teachers use a range of the following techniques to instill pride, encourage success and enable positive choices.

- Brilliant Book collective worship
- WOW club in KS2
- Sharing good work with others within class through use of 'proud walls'
- House points and House Team Parades
- Celebration of work with SLT
- Circle Time
- Buddy Systems
- Certificate Awards
- Marble jar
- Stickers (by class teacher)
- Connection time
- Positive feedback
- Give attention for success, not failure eg. 'Catch them doing good.'
- WIN scripts
- Proud Postcards

St. John's recognises the importance social and emotional skills play in undesirable behaviour. The school is committed to teaching and modelling emotional and social skills as well as cultivating a culture that places this at the heart.

How we teach social and emotional skills

- Talk Partners
- Story time choices
- The Emotions Shed curriculum
- Learning Pathways
- PSHE curriculum
- Compass for life programme
- Community Cohesion programme
- Collective worship

Everyday regulation

- All classes use well-being check-ins
- All classes have access to a calm space
- All classes have access to sensory tools

All staff continually model social and emotional skills through:

- Boundary scripts
- WIN scripts
- CALM scripts

Where specific children struggle we provide additional support such as:

- Visual Timetables
- Personal Pathways
- Sentence stems

- Signpost parents to the TGMC parent portal and share classroom regulation strategies with parents
- Social stories

St John's recognises the value of consistent strategies and language. We use whole school scripts to support a cohesive approach.

Boundary scripts (see appendix 1)

Can/ Can't

We do / We don't

I won't allow

You can't run in the classroom but you can jump on the spot to get that energy out!

You can't call out but you can write your answer on the whiteboard.

We don't talk over each other but we do take turns. Who's going first?

We don't use unkind words, we do use the calm space if we need some calm time.

I won't allow pushing in but if you need more space you can come to the front.

I won't allow talking in the corridor but if you need help with something put your hand up.

CALM scripts (see appendix 2)

An emotion coaching approach to moving behaviour forward.

C- Connect

A- Acknowledge

L - Limit

M - Move

Jen I'm here.

I can see you're feeling frustrated.

We don't scribble on our book.

Let's go scribble in the calm space.

WIN scripts (see appendix 3)

We use WIN scripts to provide children with explicit feedback linked to social and emotional skills.

W -Witness

I- Invite

N - Name

Wow everyone did their tidy up job.

How does it feel when we all work together?

That's what I call teamwork.

Oh, look how much you have written!

What helped you focus today?

That's what I call resilience.

You said you couldn't do it but you did it.

How did you do the first question?

Talk about growth mindset!

Oh all of your equipment is out.

Did you look at your checklist?

Great organisation!

Exclusion (The School follows LDBS Guidelines regarding all exclusion procedures)

Fixed Term Exclusion

A child who gets into serious trouble at school can be excluded for a fixed period of time. The school can exclude a child if:

- they have seriously broken school rules and behaved in a way which is contrary to the ethos of the school
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils

The following details apply:

- only the headteacher or acting headteacher can exclude a child
- a child cannot be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year
- if a child is excluded for longer than one school day, the school should set work for them and mark it
- the school must contact parents on the day an exclusion is given and issue a letter including information on: the period and reason for exclusion, parental responsibility during the first five days of any exclusion to ensure that a child is not present in a public place during normal school hours, whether in the company of a parent or not
- any arrangements made by the school that apply from the sixth day of exclusion

Permanent exclusions

The school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil for a 'one-off' offence.

In the event of a permanent exclusion:

- the school's governing body is required to review the headteacher's decision and if requested, meet with the parents or guardians
- if the governing body confirms the exclusion, parents have the right to appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

APPENDICES TO RELATIONAL POLICY

Appendix 1

Boundary scripts

Can/ Can't

We do / We don't

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Appendix 2

CALM scripts

An emotion coaching approach to moving behaviour forward.

C- Connect

A- Acknowledge

L - Limit

M - Move

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Appendix 3

WIN scripts

We use WIN scripts to provide children with explicit feedback linked to social and emotional skills.

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You said you couldn't do it but you did it.

How did you do the first question?

Talk about growth mindset!

Oh all of your equipment is out.

Did you look at your checklist?

Great organisation!

(school name) recognises the value of consistent strategies and language. We use whole school scripts to support a cohesive approach.

Appendix 4 - Steps of support

Steps of Support

When faced with undesirable behaviour (school name) follow TGMC supports routes.



Check in with yourself



Check in with the child



Think about the root

Not sure
Responsive

Continuous

Pushing boundaries

Calm Scripts

Connect The Dots

Boundary Scripts

Calm Space

Trial suggested strategies

Nip it in the bud

Inform SLT

Co-regulation

Reflect and Reset

Reflect and Reset

Reflect and Reset

Parent Meeting

Positive
redirection 101

Agreed plan with SLT

Connect The Dots

Parent Meeting

interventions

Connect with Specialist
services

Visual Support
Plan

Steps of Support

When faced with serious incidents of behaviour (school name) team will immediately alert a member of SLT. These include:

Racist incidents

Sexual Harassment

Serious danger to themselves or others

De-escalation strategies when facing dysregulated behaviour

Teachers are equipped with the following de-escalation strategies:

Understanding dysregulation

Micro-choices

Humour

Distraction

Sip and Snack

When, Then

Calming tools

Scripts

Escape Plan

Move, remove

Silence

Understanding co-regulation

Disagreement over Football



Steps of Support

When faced with undesirable behaviour (school name) follow TGMC supports routes



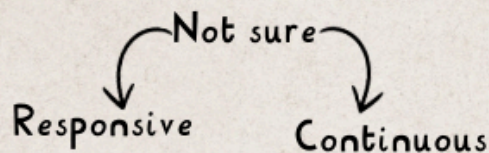
Check in with yourself



Check in with the child



Think about the root



Calm Scripts

Connect The Dots

Calm Space

Trial suggested strategies

Inform SLT through recording to triangulate

Co-regulation

Reflect and Reset

Reflect and Reset

Parent Meeting

Agreed plan with SLT

Connect The Dots interventions

Connect with Specialist services

Throwing



Steps of Support

When faced with undesirable behaviour (school name) follow TGMC supports routes



Check in with
yourself



Check in with the
child



Think about the
root

Not sure
Responsive Continuous

Calm Scripts

Connect The Dots

Calm Space

Trial suggested
strategies

Inform SLT through recordmy to triangulate

Co-regulation

Reflect and Reset

Reflect and Reset

Parent Meeting

Agreed plan with
SLT

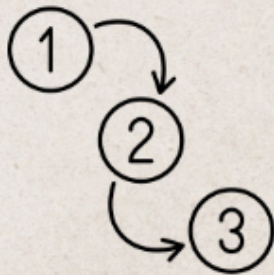
Connect The Dots
interventions

Connect with Specialist
services

Not following routines straight away

Steps of Support

When faced with undesirable behaviour (school name) follow TGMC supports routes



Check in with
yourself



Check in with the
child



Think about the
root



Pushing boundaries

Boundary Scripts

Nip it in the bud

Inform SLT through recordmy to triangulate

Reflect and Reset

Positive
redirection 101

Agreed plan with SLT

Parent Meeting

Visual Support
Plan

Calling out



Steps of Support

When faced with undesirable behaviour (school name) follow TGMC supports routes



Check in with
yourself



Check in with the
child



Think about the
root



Pushing boundaries

Boundary Scripts

Nip it in the bud

Inform SLT through recordmy to triangulate

Reflect and Reset

Positive
redirection 101

Agreed plan with
SLT

Parent Meeting

Visual Support
Plan

Steps of Support: Restorative Practices

(school name) recognise that Undesirable Behaviour happens. How we repair, learn and reflect after that is crucial to moving behaviour forward positively and reducing the likelihood of entering negative cycles. We use restorative conversations to support children to unpick their behaviour and develop skills to apply next time.

Reflect and Reset Sheets
are used for
individual behaviour

Pause sheets are used for Peer conflict

Reflect and Reset

What happened?



How were you feeling?



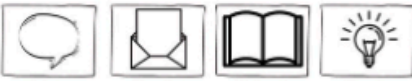
Angry Confused Scared Frustrated

What was the impact of your choice?



I messed myself/other/something I messed others/ something I hurt self I have made others feel sad

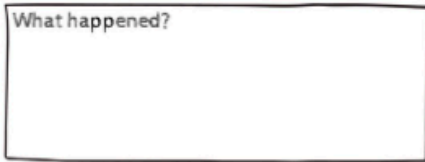
What can you do to make it right?



Say sorry Make a plan Do something nice Have an idea

Pause

What happened?



How were you feeling?



Angry Confused Scared Frustrated Sad something else

How were they feeling?



Angry Confused Scared Frustrated Sad something else

What can we do now?



Say sorry Share ideas Make a plan Something else

We have agreed to:

Date: _____

Sign: _____

Top Tips for restorative conversations

- 1.Utilise the calm space so children can regulate first
- 2.Use objective language rather than accusatory
- 3.Use I wonder statements rather than judgemental
- 4.Print sheets and put in wallets so children can annotate
- 5.Think about the location of the conversation and providing privacy
- 6.Recognise the impact of our body language
- 7.Don't force a sorry
- 8.Give children sensory tools to support the conversation