

Welcome to the Three Rivers Federation



Vision Statement: Nurture and Grow Together

Three Rivers Relational Behaviour Policy



In practice we aim

- That children will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill through our school values of aspiration, resilience and kindness.
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

In the Three Rivers Federation we recognise that most children self-regulate their behaviour and behave very well every day and rarely need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to manage their behaviour positively.

In the Three Rivers Federation, we have the following underpinning principles:

- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Fairness •
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.

We have in place a variety of praise systems to promote expected behaviour :

- Clear and concise expectations of behaviour will be described, modelled and encouraged through class assemblies, playtimes, lunchtimes and in class time to ensure that all children understand what is appropriate.
- Unconditional positive regard always reinforced with all pupils and staff.
- Verbal and written praise from the class teacher or other adults in school for good learning, effort or behaviour.
- House points can be awarded by any member of staff to positively reinforce expected behaviour. Children who have done some great learning will be asked to share their learning with other teachers and classes.
- Teachers will share information about a child's behaviour, face-to-face to celebrate appropriate behaviour.
- Friday, a celebration assembly is held. Certificates are awarded for excellent behaviour related to the schools' vision and values as well as academic achievements.
- All new children to the school will be welcomed and introduced to everyone(if appropriate) and children who have received awards for activities out of school are celebrated in class and assembly

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. As a practitioner you should always think 'all behaviour is communication' and what is the child trying to communicate. We realise that sometimes this can be different for every child who has their own packet of needs so may look different in each individual case.

- As much as all classrooms embody the nurturing ethos, some children who need extra support may access additional provision. This may be on an ad-hoc basis in that there has been an unforeseen circumstance (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing. Other children who need more specialised support will be identified and assessed using a Boxall profile in order to support gaps in their development. Children can be identified by class teachers as needing extra emotional support and a cause for concern form will be completed for that child. This may result in a child receiving extra support from: art therapy, lego therapy and 1 to 1 session with an adult.
- Any relevant information shared by adults dropping off in the morning will be shared with classroom staff. Classroom staff touch base with children as they come into the room in the morning.
- Children who need extra support will have a relational plan. These plans will

be written and reviewed by the child's class teacher. They will be reviewed at the end of each term but can be adapted any time.

- Staff to log incidents online using CPOMS and SLT will hold meetings to decide the best course of action based on the patterns they have noticed for individual children.
- The context of the situation will always be taken into account.
- A child is not to be defined as naughty. It should be explained to the child that they have made a wrong choice. You should link your rationalisation about the situation to the behaviour actions and not the child e.g. I don't like the choices you just made; you are better than that.
- Children should be supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to the child.
- Staff can use anger onions to support the regulation of behaviours. (See [appendix 3](#))
- All staff encouraged to talk to SLT or colleagues to support their wellbeing. Annual surveys circulated amongst all staff.

Relational Approach

Our relational policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.



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 skillful 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.

Restorative approaches are based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them.
- RESPONSIBILITY - taking responsibility for your own actions.
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Our schools use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

<u>Traditional</u>		<u>Restorative</u>
What's happened?		What's happened?
Who's to blame?	<i>becomes</i>	Who's been harmed and in what way?
How should we punish them?	<i>becomes</i>	What needs to happen in order to put things right and ensure that this never happens again?

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer. **(See appendix 1)**

- **Tell me what happened?**
- **What were you thinking? And now?**
- **How did you feel? How do you feel now?**
- **Who else has been affected?**
- **What do you need / need to do to fix this / move on?**

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation! Return to it later.

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people.

Consequences will be appropriate and will be chosen by adults and explained and agreed between all participants involved. To ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. **(See appendix 4)**

Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgment as to whether the parents/carers of

the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Levels of restorative approach:

- Restorative conversations - (See appendix 2)
- Classroom restorative conferences
- Restorative Conferences
- Peer mediators (children in class who can lead a conversation)

Exclusions

At Three Rivers Federation we only use exclusion as a last resort and if we need to do so then we follow the Devon Local Authority Policy.

Appendix 1: A Restorative Approaches Exploration

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, calm but firm, (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.

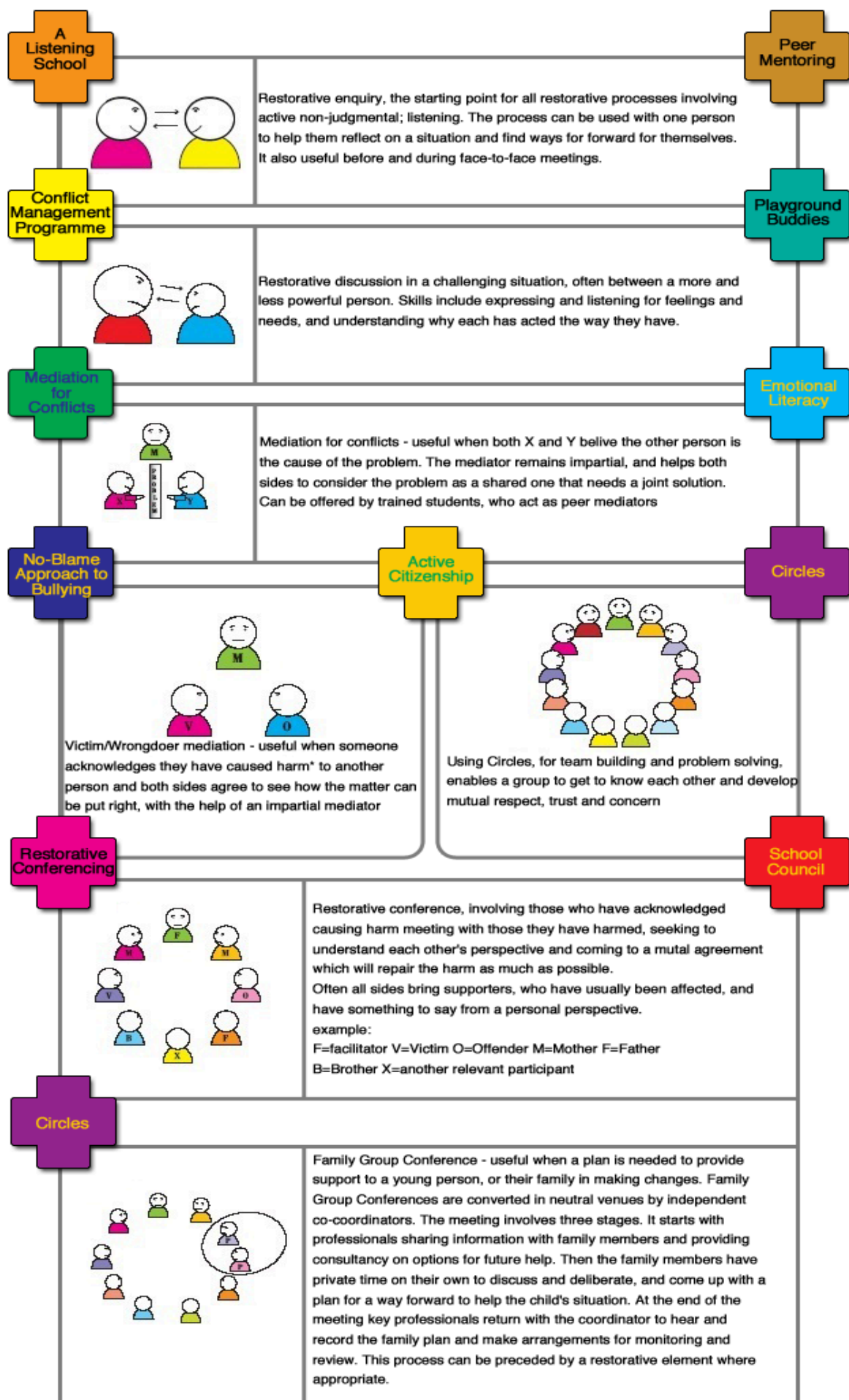
What do you need, and what needs to happen now so that the harm can be repaired?

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?”

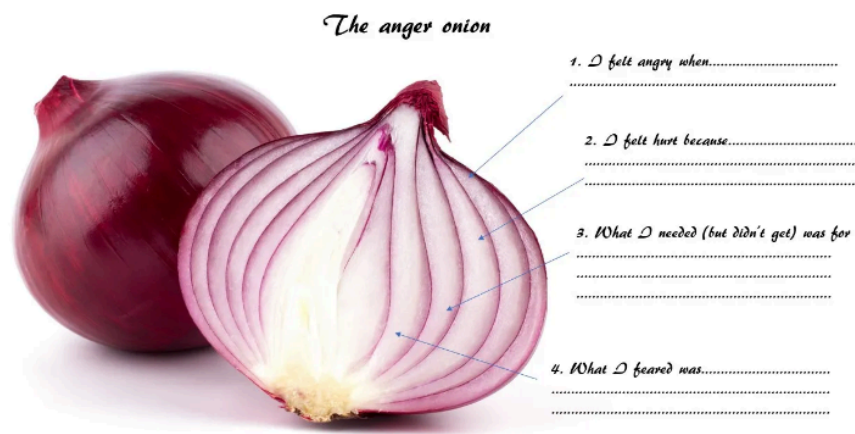
This is about reparation in its widest sense. Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at that time. What does the child need in order to move forward?:

- 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.

Appendix 2: Guide to restorative conversations



Appendix 3: Anger Onion exercise



Exercise

Think of a time when you felt angry. If it helps, put your hand to your heart, close your eyes and look down. This enables you to sink within and block out your conscious mind which may be making excuses, explanations, causes such as 'but he/she did

Which will I think remind you that anger is a response.

Appendix 4:

Responsive Classroom and Logical Consequences

When a student engages in behaviour that varies from the school-wide expectations, staff are present to facilitate the implementation of logical consequences with the student(s).

Characteristics of Logical Consequences:

- Respectful
 - Staff are respectful in their tone and language when conferencing with a student. They direct the conversation that focuses on the behaviour, not aspects of the child and their character.
- Relevant
 - The consequence should be directly related to the child's actions.
- Realistic
 - The consequences must be able to be implemented in a reasonable amount of time and resources for both the child and staff.

Within the Responsive Classroom model, there are three overarching types of logical consequences as follows:

1. Reparations- You break it, you fix it
 - This type of logical consequence is used in situations when something has been broken or a mess has been made—whether accidentally or intentionally. The consequence is that those responsible for the problem take responsibility for fixing it. Teachers use this type of logical consequence when they see an opportunity for a child to solve a problem he or she has caused.
Example: Adam becomes upset and rips another student's work. He helps tape it back together and apologises to mend the relationship with the other student.
2. Loss of Privilege
 - This type of logical consequence is used when children's behaviour does not meet pre-established expectations. The consequence is that the child loses the privilege of participating in an activity or using materials for a brief time, usually a class period or a day. What's taken away must be directly related to the misbehaviour, and the teacher must make sure that the child truly understands and can live up to expectations. Teachers use this type of logical consequence when children defy, test, or simply forget the rules.
Example: Garth's class job for the week is line leader, but as he leads the class to lunch, he leans into a classroom to wave hello to a friend. The teacher tells Garth that he has lost the privilege of being line leader for the day and temporarily gives that responsibility to another child. Later, she checks in with Garth to make sure he remembers and understands the expectations for walking in line.
3. Positive Time Out- Recharge Zone
 - This type of logical consequence is used when a teacher believes that a child needs a way to calm down and recover self-control. The consequence is that the child moves to a pre-established place in the classroom, takes time to regroup, and then rejoins the class once he or she has calmed down. Teachers use take a break to keep minor misbehaviours—intentional

and accidental—from escalating and becoming disruptive, and to give children opportunities to practise strategies they’ve learned for regaining self-control. Because many children have experienced punitive uses of time-out, it’s important for teachers to explain that “in this class, time-out simply gives us the time and space we all sometimes need to get ourselves in check when we begin to lose our cool.”

Example: Mark disrupts a maths lesson by calling out answers without raising his hand. The teacher sends him to the take a break place. In the minute or two he spends there, Mark calms down using self-calming techniques the class has learned, and then returns to his regular seat.

Sometimes a student's attempt to take a break in their classroom will be unsuccessful in resetting their behaviour and mindset. In these instances, the use of the wellbeing space or the learning zone can be very effective in assisting the child to regain self-control.

4. In the event of extreme repeated behaviour over a period of time and having explored all avenues of restorative practice then the school would consider suspension or Fixed Term exclusion. For this we would follow the Devon Exclusion Policy

Resources

[Responsive Classroom website](#)

Three Rivers Federation have developed this policy following the Devon County Council guidance for developing relational practice and policy. Research has demonstrated “that investing time and resources into improving relationships in schools leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term.”

Date of Policy: February 24

Review: February 25