



## Threemilestone School

# TMS Relationship and Positive Behaviour Policy

Ratified: May 2023

Next Review Date: May 2024

### Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.

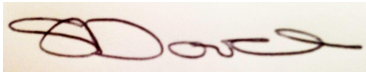


\_\_\_\_\_ Dated 17.5.23

Author



\_\_\_\_\_ Dated 17.5.23



\_\_\_\_\_ Dated 17.5.23

Chairperson of Governing Bod

\

## CONTENTS

1. [Mission statement](#)
2. [Rationale](#)
3. [Aims and Objectives](#)
4. [Managing behaviour through positive relationships](#)
  - [To Protect](#)
  - [To Regulate](#)
  - [To Relate and to Repair](#)
  - [To Reflect](#)
5. [TMS Rules](#)
6. [Positive Celebrations at TMS](#)
7. [TMS steps for intervention](#)
8. [Restorative Conversations](#)
9. [CPOMS](#)
10. [Support for children @ TMS](#)
11. [A high level of concern: support, reduced & flexible timetables and exclusion](#)
12. [Use of Reasonable Force](#)

### APPENDICES

- A. [Paul Dix - 7 changes in adult behaviour](#)
- B. [PACE Model \(Dan Hughes\)](#)
- C. [Change the language](#)
- D. [Positive Report Card](#)
- E. [Positive Report Card Review](#)
- F. [National Standard List of Reasons for Exclusion](#)
- G. [Iceberg model](#)
- H. [What we say](#)
- I. [Additional reading](#)

## 1. Mission statement

Threemilestone School is a fully inclusive school part of TPAT, a Multi Academy Trust set up to raise the standards of education throughout Cornwall. Our intent is to provide the best education and learning experiences for our children and recognise and support individuals needs so that children can develop self-confidence, take on new challenges and secure the life skills that will equip them for their next part of the learning journey.

At Threemilestone School all members of our team share a commitment to being **'part of something'** and making sure **'everyone is welcome'**. We work towards creating a learning environment that is **'fuelled by creativity'** and will always apply strategies to encourage effort, progress and attainment.

## 2. Rationale

At TMS we recognise that wellbeing, behaviour and relationships are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and educational outcomes. We know that a strong focus on child wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school offer.

We recognise that behaviour is a form of communication; we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

We recognise the link between understanding the needs of the children and how this contributes to their ability to self-regulate and learn. Knowing this knowledge builds resilience by adults being able to manage their behaviour in a positive manner so they can be ready to engage with learning. It is imperative that we understand how we can offer the children the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent, resilient, life long learners.

This relationship policy links to other school policies and documents including:

- [DfE Keeping children safe in education \(Sept 2023\)](#)
- [CAPH Safeguarding and child protection policy](#)
- [CAPH Child on child abuse policy](#)
- [TMS Anti Bullying policy](#)
- [TPAT SEND Policy](#)

This policy refers to DfE statutory guidance and documents that should be read alongside

- DfE dealing with allegations of abuse against teachers and other staff
- Exclusion from maintained schools, academies and pupil referral units in England 2012

## 3. Aims and objectives

- To provide a framework for our understanding into human behaviour and how this relates to children's educational attainment
- To build a community which values kindness and empathy
- To provide guidance for staff, governors and parents/carers on how to support children to self regulate, manage behaviour and feel safe so they are ready to learn
- To provide a holistic, inclusive model for our understanding of self regulation and behavioural needs
- Evidence-based and current research inform our beliefs and policy

To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning will take place and children can grow socially, emotionally, and academically with mutual respect between all members of the school community,
- Create a culture of high expectations for good behaviour through a positive, safe school climate
- Provide a safe, nurturing environment using responsibility, [PACE](#) and restorative approaches to foster appropriate behaviour

- Promote self awareness, self control and acceptance of responsibility for our own actions.
- Maintain safe, consistent, caring and happy school community

#### 4. Managing behaviour through positive relationships

When children find some aspects of school challenging, every effort will be made to **make it work and PROTECT** before any warning or sanction is issued.

Due to our school's thorough understanding of how to promote positive learning experiences, we have a wealth of individual and group strategies to achieve this. We apply **Trauma Informed** and **Restorative approaches** as well as learning strategies designed to promote reflection (thinking about behaviours/actions and their consequences) and respect.

At Threemilestone School, behaviour is understood as a communication and poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We expect staff to work to identify the need and provide developmentally appropriate support to remove the barriers to successful engagement in school life.

Threemilestone School welcomes the close involvement of parents/carers and by choosing to send their child to our school, we expect that parents/carers will support the school's relationship policy. If a child's behaviour gives particular cause for concern, parents/carers will be involved as soon as possible. Parents/carers will be invited to work with the School in order to support the child to develop appropriate behaviour.

### The TMS approach is committed to educational practices which Protect, Regulate, Relate and Reflect.

#### To Protect

- Staff create an environment and ethos where children feel happy, respected, safe, valued, protected so that they are able to develop strong relationships and learn effectively. Threemilestone School aims for children, families and staff to feel a **part of something strong: to feel like they belong**.
- Staff are empathetic towards children's needs and adapt interactions according to their knowledge of the child. This includes learning, sensory, physical, communication or emotional needs. Staff have regular training to ensure that they are knowledgeable in a wide range of needs so that classrooms and relationships are critical for children's success in the classroom. Staff ensure that children with SEND needs are catered for and understand that disengagement may be a result of learning being too easy, or too challenging. Children have access to wobble cushions, fiddle objects etc if appropriate. **Staff know that children need to be taught and retaught expected behaviours**.
- Staff keep in mind that adults and children are still growing, learning and developing. Mistakes are part of the learning process; we recognise that all our children are at different stages of the developmental process. Staff do not make judgements; instead, staff support and guide children to make the appropriate choices.
- Increased 'safety cues' are in place in all aspects of the school day e.g. meet and greet at the door of the classroom or in the line, eye contact and smiling in the corridors, movement lines and carpet places, clear and calm end of day routines, initiating conversations with children and knowing and using names (ensuring and expecting children to respond). Staff expect children to, and lead by example, in nurturing well mannered social routines and interactions, demonstrating visible enthusiasm and kindness. **Visible consistency with visible kindness ensures that all children and staff feel safe and allows exceptional behaviour to flourish**.
- Staff ensure that social interactions with children are socially engaging and not socially defensive to decrease the likelihood of children acting defensively e.g. explaining why a behaviour or comment may be disrespectful instead of instantly 'telling off'.
- There is a whole school commitment not to use shouting, put downs, criticism and shaming. **Children see**

**staff shouting as adults who lack control (they are either frightened by it or find it funny).** Staff are firm in their tone and instructions. It is important that staff work together in ensuring that this commitment is evident throughout the school. Staff understand that **shame and heavy sanctions do not teach improved behaviour.** What works is the **immediacy of response, not the weight of the sanction.**

- Excellent relationships in the classroom lies in the **behaviour of every adult and their ability to create a culture of certainty.** A certainty around expectations for **behaviour that are expected, respected and unquestioned.** Children need to be **able to predict staff responses: they need to have predictable and known consequences and they have a very keen sense of fairness.**
- Children who may be considered to be vulnerable have daily access to a number of trusted, emotionally available adults and know where and when to find those adults.
- School staff are flexible in their approach towards children to correspond with their developmental capabilities and experiences of traumatic stress, whilst still within the boundaries of this policy and having high expectations.
- Staff are playful, accepting, curious and empathetic (the PACE model - Dan Hughes) which are proven to shift children out of flight/fight/freeze positions.
- Staff know that being proactive in the management of their relationships and behaviour in the classroom is essential. It is understood that each time **hierarchy is reverted to in managing small incidents, authority and relationships with the children are instantly undermined.** The member of staff who is present, needs to talk through the **incident and reset the boundaries - then you can expect the changes in behaviour that you need.**
- All classes have a 'I wish my teacher knew' box or worry monster

#### To Protect (in the classroom)

- Children are seated at tables and on the carpet for the whole class teaching following a well thought out seating plan so that children can succeed, catering for the needs of the children in the class. e.g. consider a child with sensory needs at the back of the group, if that is what works for them.
- Children are rewarded through STAR tokens for behaviour for learning and following TMS rules. - The physical environment is clutter free, organised and displays are conducive to learning to ensure that distractions from learning are minimal.
- Children have the opportunity to learn with a variety of children through flexible groupings to strengthen relationships within the class and to enhance learning opportunities.
- Clear, consistent signals are used to quieten and calm and are used rigorously.

#### To Protect (playtimes)

- Staff wear high viz jackets, carrying a radio and there is a first aid kit outside.
- The majority of the support staff will be monitoring the children from the perimeter of the playing area where there is maximum peripheral vision, **not** the middle of the playground.
- At least one member of staff on duty is involved in actively playing games.
- Staff intercept quickly any rough/ physical play to prevent further injury / falling out. - Vulnerable children are supported heavily and appropriately according to the needs of the child. - Staff are proactive in requesting/ordering equipment and ensuring that children play with it properly and safely (e.g. parachutes etc).
- Staff recognise that when children play competitive games during free time, they are often not able to manage emotions without support. The only football used is on the small playground with KS2 children in an organised game - the staff member chooses the team - and not one class v the other class. When on the field, the second field is used, again, in an organised game. Balls on the KS2 playground are never to be used during playtimes and lunchtimes.
- Children are rewarded through STAR tokens for behaviour for learning and following TMS rules. - All staff sign the risk assessment to the Thunder Park and ensure the rules are consistent and rigorous.
- Children are given the best chances to succeed by ensuring that movement lines are used in any movement around the school. The decisions are made depending on the specific needs of the children i.e. friendship difficulties, sensory difficulties. Movement lines are used to ensure that every child knows their space, that they belong and that staff have the responsibility of who is where.
- Class movement around the school is calm, ordered and in single file.
- Individual movement around the school is calm and ordered and all adults seeing children have a joint responsibility to encourage and reward children, as well as remind children if this is not the case. - Clear,

consistent signals are used to quieten and calm. Outside, children are asked to line up by staff moving around the playground, once in the line the leading member of staff puts up their hand and starts the 5-4-3-2-1 countdown. By the time '0', all children and adults should be looking at the member of staff with their hands up - being rigorous in this is important for whole school consistency. Only when all children are calm and silent, will instructions be given to move. This signal will also be used in assemblies, or in the lunchhall. No whistles are used to quieten children outside the PE lesson.

**When nothing seems to work, kindness is always the best response!**

*Paul Dix*

### To Regulate

- **Relational interventions** are in place which are specifically designed to bring down stress hormone levels in children, enabling them to feel **calm, soothed and safe**. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life. Class teachers ensure that there are fun activities in the classroom to **encourage teamwork and human connections and a level of calmness and presence**, as well as having a strong Personal Development curriculum in place. Staff are knowledgeable about the impact of **dopamine, oxytocin and serotonin** as well as **cortisol and adrenaline** on their bodies and their ability to learn.
- Staff know that how *they* behave is more important than how children behave. When children are finding it difficult to conform to rules and expectations for a number of different reasons, staff know to give a **cool, mechanical emotionless response**. The correction of this behaviour is private between staff and the individual child. The **response is predictable, consistent and empathetic**.
- Staff **'interactively repair'** occasions when they themselves move into defensiveness, by recognising their reactions, apologising to the children and consciously building bridges and restoring the relationship. - Staff seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude sanctions as consequences; however, we seek the most appropriate ways of supporting children.
- Evidence based interventions are in place that aim to repair psychological damage caused by traumatic life experiences through **emotionally regulating, playful, enriched adult-child interactions**. - **Sensory and whole body awareness** strategies will contribute towards regulation, as well as the **consistency and reliability of routine**.
- Staff are aware that 'shaming' a child will result in further dysregulation.
- The **emotional wellbeing and regulating of staff** are treated as priority to pre-empt burn-out and stress induced illness. Specific ways of reducing workload for teaching staff is stated in the Staff handbook, whilst focusing on whole school improvement.

### To Relate and Repair

- Threemilestone School has a whole school commitment to enabling children to see **themselves, their relationships and the world positively**, rather than through a lens of threat, danger or self-blame. - Adults initiate repair and model the behaviour showing **empathy and kindness**, making it clear the child is liked and it is 'OK' - this reduces any shame which can trigger increased dysregulation.
- Staff understand that the immediacy of 'repair' is crucial.

**Punishment doesn't teach better behaviour, restorative conversations do**

*Paul Dix*

## To Reflect

- Staff value **good listening, dialogue, empathy and understanding.**
- Use the **PACE** approach to help the child make sense of what may be going on - give them a narrative. - Skills and resources are provided to support parents/carers and staff in meaningful empathic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their emotions in their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of working through these exercises and memory reconsolidation.
- RSHE is taught as a preventive input informed by current research on mental health, relationships, emotions, social media and tools for how to do life well. Curricular content enables children to make informed choices about how they relate to others, how they live their lives and how they treat their brains, bodies and minds.
- Training is provided to help children move from 'behaving' their trauma and painful life experiences, to reflect on those experiences. Staff learn to do this through empathic conversations, addressing children's negative self-referencing and helping them to develop positive, coherent narratives about their lives.

## 5. TMS rules



### Treat people (and the school) with respect and kindness

### Make thoughtful choices

### Speak with honesty and integrity

These rules are used to promote positive behaviour and learning by encouraging and developing positive relationships. Each rule helps all members of our community develop respect and responsibility, whilst setting appropriate boundaries. Through this approach and other learning strategies we endeavour to support all members of our community in and out of Threemilestone School. We believe that this approach is key to positive teaching and learning experiences. Staff will model these rules through all interactions at school.

Our approach is committed to **safeguarding** and promoting positive emotional and physical health and well-being of every individual involved in our school community.

## 6. Positive celebrations @ TMS

All staff at Threemilestone School understand the importance of genuine praise and understand that this is presented to the children in a variety of ways.

- Frequent positive reinforcements
- Knowing the whole child
- Daily meet and greet
- Verbal praise - specific and descriptive
- STAR tokens are given to individuals to show desired learning behaviours and also following the TMS rules. STAR teams are changed when appropriate to ensure that children have opportunities to learn with different children. Once the STAR team column is full, the team contributes towards the whole school 'SUPERNOVA' time. **STAR tokens cannot be taken away.**
- STAR tokens should be given with consistency and fairness
- STAR stickers can be given in books : STAR sticker = 1 STAR token
- Golden Stickers can be given for extraordinary learning or following the TMS rules and can be given by Ms Teagle, Mrs Ewart, Mrs Brown, Mr Jane or Mrs Webb. 1 golden sticker = 2 STAR tokens
- STAR certificates are awarded to children at the end of every week for recognising great efforts in learning, as well as following TMS rules. 1 STAR certificate = 5 STAR tokens. Celebration assemblies are on Fridays. The Reader of the Week is also rewarded, with the members of staff acknowledging the books / author and why they have been chosen.
- All staff can give any child STAR tokens, and should have STAR tokens on them at all times. Children must know WHY they have been given a STAR token using descriptive praise linked to one of the three TMS rules.

### 7. TMS steps for intervention

<p><b>1. Relate / protect</b></p>	<p>This includes high quality teaching and learning, STAR tokens, kindness, praise, 3 TMS rules, consistency. See above section on '<a href="#">To Protect</a>'</p>
<p><b>2. Reminder of the rules</b></p>	<p>A reminder of the rules delivered privately whenever possible. Staff may repeat reminders if reasonable adjustments are necessary. Staff take the initiative and the intention is to keep things at this stage. Staff ensure that no threats are given about escalation as this will escalate negative behaviours.</p> <ul style="list-style-type: none"> <li>- Adults will check the learning is accessible and move the child if appropriate - At play - adults will remind the children of the TMS rules and it is likely that the member of staff will find another game for the child to play, or play alongside the children, supporting the group.</li> <li>- Staff are clear as they can be, given the information held about the child and the context of the behaviours, to the behaviour being a choice, <b>not</b> a result of finding the learning challenging, or an emotional or sensory dysregulation.</li> <li>- At play - the child / group of children will have time with a member of support staff to the side of the playground. Restorative work will be done using the Restorative 5' - appendix</li> </ul>
<p><b>3. Short, quiet conversation</b></p>	<p>A private conversation (more than a reminder of the rules) may then take place. Children will be made aware of behaviour and the consequences outlined clearly. A plan is made between the child and member of staff about what happens next. The child is made aware of their positive qualities and the behaviours are very clearly separated from the child.</p>
<p><b>4. Longer conversation</b></p>	<p>A further conversation may then happen, when the child is given the final opportunity to engage. An additional private conversation will happen, offering positive choice to engage and refer to previous examples of good behaviour. Have the <b>30 sec script</b>. <b><u>The 30 second script:</u></b></p> <ul style="list-style-type: none"> <li>- Using careful and scripted language gives a predictable and safe way to deliver the message that the child owns the behaviour, their behaviour is not OK, and they are better than the behaviour they are showing today</li> <li>- <b><i>I noticed you are</i></b> (struggling to concentrate, wandering around the room) - <b><i>I am wondering if you are feeling ...</i></b></li> <li>- <b><i>It was the rule about</i></b> (lining up, being kind, making thoughtful choses...) <b><i>that you broke.</i></b></li> </ul>



	<ul style="list-style-type: none"> <li>- <b>Do you remember last week when you</b> (received the STAR certificate, completed that maths piece of learning) ...</li> <li>- <b>That is what I need to see today</b> ...</li> <li>- <b>When I come back in X minutes I want to see your wonderful .... - Thank you for listening.</b></li> <li>- Walk away for take up time and remember to return.</li> </ul> <p>The child will probably need to stay behind for 2 minutes after the lesson to talk about: behaviour choices or</p> <ul style="list-style-type: none"> <li>- to complete the learning which may be being missed through non engagement <b>alongside the adult.</b></li> </ul>
<p><b>5. Reflective time in / time out</b></p>	<p>The 30 sec script may not work and by this time the child’s behaviour/ anxiety may be escalating. <b>Reflective time with an adult will be necessary.</b> This may include: - short time outside the room, walking / talking <b>with adults.</b> This gives a few minutes to calm down and look at the situation from a different perspective and compose themselves. The adults act as a coregulator.</p> <ul style="list-style-type: none"> <li>- time in an area of the classroom with activities to regulate. Each class will have a <b>Reflective Time in box.</b> This time will always end with a repair conversation with an adult. Children may be able to regulate themselves, but will always need a conversation with an adult before returning.</li> </ul> <p>The talk with an adult:  <b><i>I am wondering/imagining/noticing if you feel ...</i></b>  Boundaries are reset  Child to reflect on next step, remind about previous positive choices  Opportunity to re engage</p> <p>If at play - standing, walking, talking <b>with an adult</b>, noticing other children’s positive behaviours and reinforcing the behaviours which should be being seen. The adult will encourage further play depending on the situation.  If this is happening regularly, a more formal meeting with SLT - the child, the member of staff and a member of SLT.</p>
<p><b>6. Reflective time in with SLT</b></p>	<p>If the child is unable to be regulated and refocused by the time in/out stage, the child is accompanied by the class teacher with the ‘reflective time in box’ (where this is not possible, the teaching assistant) to either Mrs Webb, Mr Jane or Mrs Brown. It is likely that Mrs Webb, Mr Jane or Mrs Brown will be unable to have a conversation with the child then, but will do so at an opportune moment. The child will engage with a restorative flow chart, able to reflect on the incidents which have occurred.</p> <p>A meeting with the member of SLT, the class teacher and child will then take place. Immediacy of response is crucial.</p>
<p><b>7. Positive report card</b></p>	<p>If a child regularly dysregulates or shows poor behaviour choices, a <b>positive report card</b> alongside wellbeing interventions strategies, including support with the Pupil Support mentor (Mrs Thomas) will be put in place. This will only happen after a meeting with a member of SLT, the parent/carer, the class teacher and the child.</p> <p>There will be agreed on a precise target which is achievable and will be in place for a week. There will be 30 opportunities for success to be recognised. A review held with parents at the end of week. The child must achieve 30 stickers 2 weeks running for it not to be needed any more.</p> <p>Positive report cards will be usually prompted by persistent low level disruption to learning</p>

<b>Wellbeing action plan and/or safety plan</b>	<p>A <b>Wellbeing action plan</b> may be created when there is a failure to respond to positive report cards or more serious behaviour. This is to be reviewed within 4 weeks, and will include meetings with the SENDCo or Headteacher. Further assessments, such as the Boxall profile may be undertaken, or further referrals to external agencies.</p> <p>A small number of children may require a <b>Safety Plan</b>. This plan will be written with all of the adults who support the child and will be shared with parents. This will be done by the SENDCo and pupil support mentor. The plan will be reviewed at least every term (more frequently if required). The plan will outline how a child may present in school at various stages of distress, and the bespoke actions that the adults need to take in order to support the child. The aim is to reduce risks associated with behaviours of concern, aggression and violence.</p>
---	---

### 8. Restorative conversations

<b><u>RESTORATIVE 5 (PAUL DIX) - choose your five!!</u></b>	
Can you show me what happened?	<ul style="list-style-type: none"> <li>- Listen carefully without interrupting or disagreeing</li> <li>- Give your perspective without judgement is necessary</li> <li>- Take care on how you presented your view - make it clear that this is worth a conversation - if it is</li> </ul>
What were you thinking?	<ul style="list-style-type: none"> <li>- Support by <i>I'm wondering whether you were feeling angry/frightened?</i></li> <li>- Allows children to reconsider actions and replay the thought process - Their thinking at the time may seem irrational, but it may not be obvious to the child</li> </ul>
What have you thought since?	<ul style="list-style-type: none"> <li>- This questions allows a shift of attitude, explanation or possibility of an apology</li> <li>- Some of thought may be angry, negative, frustrated</li> <li>- Some will lead to the heart of the problem</li> <li>- Children may need help teasing out a solution</li> </ul>
How did this make people feel?	<ul style="list-style-type: none"> <li>- The child was probably unaware of how other people reacted to their behaviour. At that moment, it may have been insignificant, but after the event it is important to talk through</li> <li>- They may have been unaware of the 'audience' e.g. younger children, staff, parents               <ul style="list-style-type: none"> <li>- Think about the impact of their behaviour on classmates who are worried by their anger or younger children who were scared</li> </ul> </li> </ul>
Who has been affected?	<ul style="list-style-type: none"> <li>- Encourage to see the blogger picture: the teacher who couldn't continue to teach, a child who doesn't like loud and sudden noises</li> </ul>
How have they been affected?	<ul style="list-style-type: none"> <li>- Deliberately encouraging children to have empathy with others (pushing into the line at lunchtime)</li> </ul>

What should we do to put things right?	<ul style="list-style-type: none"> <li>- An apology is not demanded</li> <li>- There are many ways to 'put things right'</li> <li>- Remember that a force apology is worthless</li> </ul>
How can we do things differently in the future?	<ul style="list-style-type: none"> <li>- Forward thinking and visualisation</li> <li>- It's likely that the child will be in similar situations again - Need to be reasoning own behaviour to change their pattern</li> </ul>
<p>You are teaching them to use their conscience.  The adult leads the child to their thinking brain to problem solve and find a solution.  Focus on the incident (not a previous incident) and plan a conclusion.  All staff will take responsibility for leading restorative conversations, SLT can provide support to ensure a positive outcome.</p>	

### 9. CPOMS

CPOMS is a tool to record any safeguarding concerns, as well as behaviour incidents. Entries on CPOMS are written as professionals, referring to staff as Mr/Ms ... . The entries will provide **factual information** of the incident. The leadership team and Emma Thomas (Pupil support mentor) are copied into all incidents and feedback in the weekly safeguarding meeting with the pupil support mentor.

### 10. Support for children @ TMS

#### Pupil support Mentor

At Threemilestone School, the Pupil Support Mentor is a role crucial to supporting our children's wellbeing. The pupil support mentor provides:

- targeted and planned interventions with arrangements with class teacher / SLT
- training for support staff on Trauma Informed School strategies and rationale
- responsive support to children, working in conjunction with the class teacher
- Support for children according to anti bullying policy, working with a restorative focus

#### TPAT Support

Tina Leack, TPAT Behaviour support supports the school. This can involve discussion with families, external agencies, staff training, observations of children, support with statutory requirements. *This list is not exhaustive*

#### EXTERNAL SUPPORT

Agencies could include:

- CAMHS
- EWO
- SCIP
- Early help Hub

*The list is not exhaustive*

## 11. A high level of concern: support, reduced & flexible timetables and exclusion

*'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'* (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

### Reduced and flexible timetable

A reduced timetable should be an exceptional measure and can be arranged with the parent/carer arrangement through discussion with relevant professionals . The reasons may include:

- Medical reasons - where a child has a serious medical condition where recovery is the priority outcome.
- As part of a planned reintegration into school following an extended absence following, for example, exclusion, non-attendance or school refusal.

Schools needs to:

- seek parent/carer agreement before a child attends on a reduced timetable.
- review the arrangement regularly - at least every six weeks.
- involve parents/carers in their regular reviews of the arrangement and seek their agreement at each stage.
- report the arrangement to Cornwall Council as soon as it is set up and send updates each time the arrangement is reviewed.

If the child has an Education, Health and Care Plan any consideration of a reduced timetable must include the Local Authority. Further information and advice is available by contacting the Statutory SEN Service or by having a look at the Local Offer

Continued fixed term exclusions may lead to a reduced timetable for the child if it is the School's belief that a reduced timetable would have a positive impact on the child prior to returning to school full-time as soon as possible. This will be discussed and agreed with the parents/carers prior to its instigation and reported to the local authority. A clear review date will be identified, and increased attendance will always be sought during these reviews.

All decisions to exclude are serious and only taken as a last resort or where the breach of the School rules is **persistent** or **serious**.

**Internal exclusion** If the severity or frequency of incidents is not reduced by the above approaches an internal exclusion may be considered.

This will mean that the child will complete the learning outside of the classroom, likely in the Senior Leaders Office.

Parents/Carers will be informed and will be formally recorded by means of a letter sent home.

<p>A Wellbeing action plan or safety plan may then be put into place.</p>	
<p><b>Fixed term exclusion</b></p>	<p>If the severity or frequency of incidents is not reduced by the above approaches or if an incident is considered severe enough then, following statutory guidelines, a fixed term exclusion will be considered. This will be put in place to seek further support for the child, the parents/carers and the Trust in managing the child’s behaviour in the future. It is the School’s intention that any fixed term exclusions will be of the shortest time deemed possible, in order to seek support and put further measures in place. The following is a list of DfE examples where this may be required. Please note that we will always make reasonable adjustments for all pupils with SEND to fully-support them in meeting our behaviour expectations</p> <p><b>a. Persistent, serious or offensive verbal or physical abuse of a child or adult</b>  <b>b. Dangerous behaviour (likely to result in serious harm or accident)</b>  <b>c. Deliberate damage to property</b>  <b>d. Open defiance</b>  <b>e. Leaving the school site without permission</b>  <b>f. Bringing an illegal or dangerous substance or object into school</b></p> <p>Follow Government guidance and upon return to school have a Wellbeing action plan</p>
<p><b>Permanent exclusion</b></p>	<p>For the most serious behaviour incidents or in a situation where all other avenues of management have failed, a permanent exclusion will be instigated. This will be conducted within the statutory guidance and will be the decision of the Headteacher following consultation with the Chair of Governors and The Trust. On occasion, the incident or occurrence may require immediate internal or fixed term exclusion. A MARU referral may also be considered as it is likely that there is more happening for that child than we may know.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- Sexual abuse or assault</li> <li>- Serious actual or threatened violence against another pupil or member of staff</li> <li>- Supplying an illegal drug</li> <li>- Carrying an offensive weapon</li> <li>- Serious deliberate damage to school property</li> <li>- Any pupil to have made a malicious allegation accusation against a member of staff</li> </ul>
<p>Ongoing severe incidents and fixed term exclusions may lead the School to work with parents/carers to seek a managed move to another primary setting. This may include seeking alternative provision and is an option which would prevent a child being permanently excluded.</p> <p>It is important to note that the response or sanction given for any incident does not set a precedent for future responses to similar incidents of behaviour involving other children. The Headteacher will liaise with the Trust for support and advice regarding any points discussed in this policy.</p>	

**12. Use of reasonable Force**

**(DFE GUIDANCE July 2013 Use of reasonable force)**

At Threemilestone School we view the use of physical intervention or restraint of pupils as a last resort to maintaining a safe environment.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their own safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight on the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

In addition, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images and any article that has been or is likely to be used to commit an offence, cause a personal injury or damage a property. Force cannot be used to search for items banned under school rules.

**No more force will be used than is reasonably necessary in the circumstances; acknowledging our legal duty to make reasonable adjustments for disabled children and children with special educational needs or disability (SEND).**

There are 2 members of staff who have received Price training: Emma Thomas and Claire Ewart.

**APPENDIX A : 7 shifts in adult behaviour**

<b>PAUL DIX - 7 shifts in adult behaviour that will have the greatest impact!</b>
<p>Deliberately noticing something new about each child          Focusing positive attention on effort, not achievement          Stopping yourself from telling the children how their negative behaviour makes you feel          Refusing to shout          Introducing more non-verbal cues          Focusing on positive recognition on those going over and above          Ending the lesson with positive reflections every time</p>

**APPENDIX B : PACE**

<p><b><u>Playfulness</u></b> - conveying optimism and keeping things light, linking to a child's interests where possible. Using playfulness can defuse tension and manage monitor behaviours as children are less likely to respond with anger or defensiveness</p>	<p><b><u>Curiosity</u></b> - showing an interest in the inner life of the child: discover who they are. Wondering about the reasons behind the behaviours rather than being angry impacts positively on behaviours. Being curious shows children you care.</p>
<p><b><u>Acceptance</u></b> - non-judgmental and accepting the child for who they are not who you want them to be: time to initiate any repair. Acceptance doesn't mean accept behaviour - but accept the reasons behind the behaviours.</p>	<p><b><u>Empathy</u></b> - getting a sense of what they are experiencing and validating this (not what you think they show, feel/dismiss how they are feeling): getting alongside the children and letting them know you are getting how they are feeling (through mirroring, noticing how they are presenting etc). Work together to find ways to support.</p>

**APPENDIX C: Change the comments:**

<p>Stop being silly!          Don't throw those scissors          Stop running!          Don't talk to me like that!          Calm down!</p>	<p>Stay still and listen.          Put the scissors down.          Remember to walk          Remember to speak calmly and respectfully          Come and join us for a story</p>
<p><b>Negative phrasing</b>   <b>Positive phrasing</b></p>	
<p>Get here now!          Stop shouting now!          What do you want to do?          Would you like to join us for a story? Shall we ... ?          You must eat everything on your plate!</p>	<p>Come to this chair or sit in your carpet place.          Come and quietly tell me what you are worried about, or sit down with the class.          Do you want to do XX and YY?          Would you like to sit on the chair or the bean bag for the story?          Let's do ...?          Now you need to eat the peas or the potatoes</p>

<b><u>Empowering the behaviour</u></b> <b><u>Disempowering the behaviour</u></b>	
Come out from under that table Come back here, now! You are not allowed in there on your own! Finish that work, now!	You can listen to the story from there. I'll catch up with you in 5 minutes. I'll come in with you. In 5 minutes I'll check you have completed XX amount
<b><u>Punishments</u></b> <b><u>Sanctions / consequences</u></b>	
You are losing all your breaks all week Names on board/somewhere public	You know the consequences, you will miss lunchtime Tomorrow. I will talk to you about this, on your own, after the lesson

**APPENDIX D : Positive Report Card**

Name			
Start Date			
Target			
Staff mentor			
1			
2 playtime			
3			
4 lunchtime			
5			
6			
Signed			



**APPENDIX E : POSITIVE REPORT CARD REVIEW**

Name	
Date:	
Next steps:	Continue with PRC Support Cease PRC support
What am I doing well? What do others think I am doing well?	
What could I improve further? What do others think I could improve with?	
What could help me? What do others think could help me further	
Next steps:	Continue with PRC Support Cease PRC support
Signed	

## **APPENDIX F : Reasons for exclusion**

### **National Standard List of Reasons for Exclusion**

This list is providing descriptors of reasons for exclusions, the main reason for exclusion should be used on the electronic reporting form. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick list for exclusions.

<b>Physical assault against pupil</b>	Includes: fighting, violent behaviour, wounding, obstruction and jostling
<b>Physical assault against adult</b>	Includes: violent behaviour, wounding, obstruction and jostling
<b>Verbal abuse / threatening behaviour against pupil</b>	Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
<b>Verbal abuse / threatening behaviour against adult</b>	Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapons
<b>Bullying (including online)</b>	Includes: verbal, physical, homophobic bullying, racist bullying
<b>Racist abuse</b>	Includes: racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
<b>Sexual misconduct</b>	Includes: sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti
<b>Drug and alcohol related</b>	Includes: possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse
<b>Damage</b>	Includes damage to school or personal property belonging to any member of the school community: vandalism, arson, graffiti
<b>Theft</b>	Includes: stealing school property, stealing personal property (pupil or adult), stealing from local shops on a school outing, selling and dealing in stolen property
<b>Persistent disruptive behaviour</b>	Includes: challenging behaviour, disobedience, persistent violation of school rules
<b>Other</b>	Includes incidents which are not covered by the categories above but this category should be used sparingly.

## **APPENDIX G: ICEBERG MODEL**



## **APPENDIX H : Additional reading**

Books and youtube clips by Bill Rogers

[https://www.amazon.co.uk/gp/product/B00SV4DXUG/ref=db\\_s\\_a\\_def\\_rwt\\_hsch\\_vapi\\_tkin\\_p1\\_i0](https://www.amazon.co.uk/gp/product/B00SV4DXUG/ref=db_s_a_def_rwt_hsch_vapi_tkin_p1_i0)

Beacon House: Safeguarding

Relationship & Positive Behaviour Policy 2022-2023 18

<https://beaconhouse.org.uk/useful-resources/>

<http://www.wales.nhs.uk/sitesplus/documents/866/PIU1340%281%29%28ABUHB%29%28Active%29%28SEPT%2017%29.pdf>

Window of tolerance:

<https://www.youtube.com/watch?v=Wcm-1FBrDvU>

Bottom up approach (regulate, relate, reflect) -neurosequential model

<https://www.youtube.com/watch?v=FOCTxcaNHeg>

Flip lid - hand brain model

<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

APPENDIX I: What we say (Beacon House)





