



**Truro and Penwith  
Academy Trust**

## Chacewater School



## Relationship and Positive Behaviour Policy

### Review Summary

Approved By:	Trust Board
Approval Date:	September 2024
Next Review Date:	Bi-Annual

**School Name:** Chacewater School

**Dissemination:** Website

**Date policy approved by Trustees:**

**Date policy becomes effective:** September 2024

**Review date: (Bi-Annual)**

**Person responsible for Implementation and Monitoring:** Headteacher

## 1. Policy Statement

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every pupil has the opportunity to enjoy their learning, experience belonging success, and realise their full potential. Our Behaviour Policy reflects these aims and recognise that the behaviour of children in our schools has a significant effect on the motivation, social development and attainment of all pupils.

TPAT schools are committed to our shared core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people in our schools. Our school's mission/ core values are aligned with that of the Trust. We have four key behaviour values which act as our school rules, **be kind, be honest, be respectful and be brilliant.**



**This policy should be read in conjunction with existing school policies including (but not limited to) the following policies:**

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Exclusions and Suspensions
- Anti-Bullying Policy
- IT Acceptable Use

## 2. Aims

- To foster in our pupils a sense of belonging within our school and with our Trust values.
- To make the most of opportunities to reward and celebrate positive behaviour and contribution to our schools.
- To reinforce our school culture of respect: respect for others, respect for our environment and respect for the views and beliefs of others.
- To ensure that standards, rules, rewards and consequences are applied and used consistently and fairly.
- To clarify the roles and responsibilities of all parties with respect to behaviour.
- To encourage pupils to be self-disciplined and responsible, and to understand the consequences of their actions on themselves and others.

## 3. Introduction

Our Behaviour Policy applies in school, when children are travelling to and from school, when children are in uniform, and on any educational trips or visits. Our policy also applies to pupil's conduct out of school when witnessed by a member of staff or reported by a member of the public. Where appropriate, the school will work with external partners, including social care and the police in the implementation of our Behaviour Policy. In line with our school values and ethos, we are committed to:

- Protecting the right to learn, the right to teach and the right to feel safe and be safe
- Valuing all people as individuals
- Promoting equality and celebrating diversity and difference
- Listening and communicating clearly
- Encouraging openness, personal responsibility for own actions, and honesty
- Rejecting all forms of violence and aggression
- Rejecting all forms of sexual violence, abuse and harassment
- Rejecting all forms of bullying
- Actively promoting co-operation, collaboration and fairness
- Protecting and nurturing self-esteem, self-confidence and dignity

#### **4. Behaviour Standards**

Our standards for behaviour form the foundations on which we build our respectful school community. We believe that pupils should adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others, and may be intimidating, threatening and unsafe. Therefore, our standards are:

- That pupils arrive on time to school and lessons, ready to learn.
- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That pupils move around the school in a calm and orderly manner, following the school's circulation plan including 'one way systems' and other instructions where these are in operation.
- That, at all times, pupils act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That pupils follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That pupils always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That pupils behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That pupils engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That pupils always act in a way which keeps themselves and others safe.

- That pupils report concerns or conduct which breaches these actions to a trusted adult in the school.

Specifically, pupils must not:

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
  - Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non- violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

## 5. Behaviour Curriculum

Positive behaviour underpins our school ethos and values and is demonstrated by pupils through their readiness to learn, feeling safe, feeling that they belong and showing respect for others. We teach pupils about our behaviour standards so that they understand our standards, what is required and why, and what is unacceptable. Our Behaviour Curriculum includes:

- Explicit teaching of our school behaviour values and how these link to wider British Values.
- Teaching and modelling of expectations relating to behaviour for learning in the classroom.
- Teaching of expectations at other points in the day e.g. movement around the school, how we sit and interact in assemblies.



Our Behaviour Values provide the basis for positive behaviour in our school. These rules are exemplified by the school community and used as a common language by all. All staff model these to the children and use them within any consequences around behaviour choices.

When pupils join our school, we ensure that our standards, along with a summary of our behaviour policy are explained to them, and their parents. We include a summary of our behaviour standards in our Welcome Pack for families. Explaining our Behaviour Standards clearly to new students is an important part of our induction programme. Activities offered to pupils during our induction programme are selected to provide opportunities for them to understand our standards. Our Behaviour Policy is shared with parents annually, via email and is available on our website.

## **6. Students with Special Educational Needs**

In order to meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of children with SEND, and in line with children's needs as set out within their Education, Health and Care Plans, our Behaviour Policy is adapted, as appropriate. Adaptations to provision for children with SEND are led by our SENDCO. All staff are required to make appropriate adaptations to support positive behaviour in response to pupils' special educational needs.

Examples of adaptations to provision which are intended to support children to be able to achieve our standards include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for extended periods of time
- Adjusting seating plans to enable a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCO will provide staff with relevant and appropriate information to be able to support pupils with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

When considering a behaviour sanction for behaviour which does not meet the school's standards, the school will take into account whether the child was able to understand the rule or instruction, whether the school was able to behave differently at the time because of their SEND, whether or not the child's SEND would have had an impact on their behaviour. The school will consider whether any reasonable adjustments need to be made to the sanction or school response. At all times, the safety of the child, and others will take precedence.

Where a child does not have an identified need, the school will consider whether an underlying need may be present and a factor. The school will make an informed decision, based on staff observation the views of the child and parents, and advice from other professionals. The SENDCO will support staff involved in reaching an informed decision and will regularly review children's learning and behaviour records to determine whether there may be additional needs.

## **7. Recognising and Celebrating Positive Behaviour and Contribution.**

Our school values and celebrates the positive contribution, successes and achievements of all our pupils. Our approach to rewarding positive behaviour and contribution is detailed in Appendix 2.

## **8. Managing Behaviour which does not Meet the School's Standards**

Our school has a fair and transparent procedure for managing behaviour which does meet our standards. Our procedure is followed consistently, supports our school ethos of inclusion and equity and is detailed in Appendix 3.

Following a sanction or consequence, the school will consider how to help pupils to understand how to improve their behaviour to meet the school's standards. This may include, for example,

- A reintegration meeting following suspension
- Regular mentoring from an identified member of staff
- A behaviour support plan
- Specific intervention to address an identified need

## **9. Suspensions and Permanent Exclusions**

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

## **10. Safeguarding**

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

## **11. Roles and responsibilities**

### **The Local Monitoring Committee (LMC)**

The Local Monitoring Committee is responsible for monitoring this Behaviour Policy, its effectiveness and holding the Headteacher to account for its implementation.

### **The Headteacher (or member of staff with delegated responsibility)**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff have the knowledge and skills to deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the school's behaviour standards and the importance of maintaining them.
- Providing new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Behaviour Policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

### **Staff**

Staff are responsible for:

- Modelling respect towards of all members of the school community
- Supporting and caring for pupils
- Modelling the school's values and standards in their own behaviour, leading by example
- Supporting the school's ethos and values and promoting these to pupils
- Having high expectations of all members of the school community
- Making appropriate and reasonable adaptations to the school's Behaviour policy in response to special educational needs, disabilities and mental health needs.

- Celebrating diversity and difference, working together to eradicate prejudice and discrimination.
- Engaging positively in restorative practice, supporting pupils to resolve differences of opinion and conflict in a non-violent way.
- Creating a calm and safe environment for children.
- Implementing the Behaviour Policy consistently.
- Recording achievements and behaviour incidents promptly and referring children for additional support as appropriate and needed.

### **Pupils**

Pupils are responsible for learning to

- Be respectful of all members of the school community
- Support and care for peers
- Abide by the school's rules and standards
- Listen to, and respect, the views of others
- Take responsibility for own actions and behaviour
- Follow instructions given by members of staff
- Lead by example and model our school values in thoughts and actions
- Have high expectations of themselves, and each other
- Celebrate diversity and difference, and work together to eradicate prejudice and discrimination
- Engage positively in restorative practice to resolve differences of opinion and conflict in a non-violent way.

### **Parents**

Parents are responsible for

- Modelling respect towards of all members of the school community
- Supporting the school's values and expectations
- Informing the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Supporting their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encouraging their child to achieve their full potential, and to abide by the school's rules
- Listening to both their child's, and the school's, perspectives in resolving behaviour concerns
- Working in partnership with the school to support their child to meet the school's behaviour standards, and to make a positive contribution to school life
- Engaging positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way
- Supporting the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

## **12. Uniform**

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.

## **13. Behaviour outside of school**

Our standards of behaviour apply to a child's behaviour offsite when

- Taking part in any school organised or related activity e.g. a school trip or visit
- Travelling to or from the school including on a school bus
- Wearing school uniform
- In any other way identified as a child of the school

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing.

The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

#### **14. Mobile devices**

Mobile phones may be brought into school but **must** remain switched off at all times and be handed into the school office. This applies to all pupils of all ages, throughout the school day.

Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support.

Pupils are not permitted to wear 'smart watches'.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment. This includes the use of social media. Please refer to the Acceptable Use Policy for more information.

#### **15. Bullying**

Our School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

#### **16. Zero-tolerance of sexual harassment and sexual violence**

Our school will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, not matter how 'small' they may feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

#### **17. Search and confiscation**

Our school has the right to search pupils for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence or cause personal injury or damage to property, and any other item which has been banned by the school rules (see Appendix 1 for Banned Substances). Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this



will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so. Care must be taken with regards to any decision to delete an image or file, including whether the information needs to be referred to the police. If a pupil fails to co-operate with a search, the school will apply a suitable behaviour sanction, taking into account the seriousness of the incident and the potential risk to both good order and discipline, and the safety of the child and other members of the school community. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate. For the purpose of clarity, our school staff do not conduct strip searches of students and do not have the power to do so. The most recent DfE Guidance on searching, screening and confiscation will always be adhered to.

## **18. Banned items**

In the interests of the health and safety of members of the School community we publish a list of items which must not be brought into school (see Appendix 1). This list is not exhaustive and is intended as a guide. The Headteacher and staff authorised by the Headteacher are able, by law, to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous. For the most serious incidents, including where the possession of the item(s) is/are illegal, our School reserves the right to permanently exclude students.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our pupils is excellent and instances of pupils bringing such items in to school are extremely rare. Repeat offences will result in increasing levels of sanction.

## **19. Malicious Allegations**

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

## **20. Monitoring arrangements**

The school will collect and monitor a range of information about the behaviour and conduct of pupils. LMC members will receive a termly report on Behaviour.

The school will use the results of this data analysis to make sure it is meeting its duties under The Equalities Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle this.

## DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- Education for children with health needs who cannot attend school (DfE January 2013)  
<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
- Keeping children safe in education (DfE)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Suspension and permanent exclusion \(DfE May 2023\)](https://www.gov.uk/government/publications/school-exclusion)  
<https://www.gov.uk/government/publications/school-exclusion>
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## Appendix 1 – How We Make It Work.



### TIER 1 - MAKING IT WORK

At Chacewater School we strongly believe that all children can succeed and we have a commitment to use all our knowledge to ensure that children feel safe, supported and are given the opportunity to follow our behaviour values and provide an atmosphere conducive to learning. Inclusive classroom strategies used to '**make it work**' are key to ensure positive engagement and recognise that at times children could find some areas of school difficult and may need additional support from adults or their peers. Children need routines in place to feel safe and secure. With routines and expectations in place, children are in a safe place to manage their feelings, emotions and behaviour. It will foster opportunities for children to learn and remove many barriers to learning.

#### **These strategies are:**

- Use of visual timetables
- Use of positive affirmations to 'catch' children following the school values and celebrate
- Weekly 'Golden Awards' to celebrate children who have displayed the school values.
- House points and HT rewards to celebrate and recognise good choices
- High expectations of good manners from adults and children alike.
- Use of the language of 'I wonder...' to help children articulate why they may be displaying adverse behaviours or emotions.
- Use of 'learning powers' vocabulary and anecdotes to support children in showing resilience, resourcefulness, reflection and reciprocity to support their learning and relationships. Linked to the school behaviour value of 'be brilliant'.

#### **They may also include (dependent on individual need):**

- Use of traffic light cues to signal transitional moments
- Specifically modified visual timetables for children who may need simplified or additional support, including now and next boards.
- Use of 'I wonder...' boards to further help children articulate why they may be displaying adverse behaviours or emotions.
- Use of a 5 point scale to help children recognise how they are feeling and how they can deescalate themselves.

Staff understand that behavioural strategies will not work if the behaviour is due to an unmet need. Behavioural strategies for dysregulation can paradoxically make things worse.

All staff at Chacewater School understand the importance of genuine praise and understand that this is presented to the children in a variety of ways. Choice of language is crucial when dealing with behaviour. We have a clear system of 'rewards' which include:

- Continue reference to our values.
- Genuine recognition and praise.
- House Points to promote a sense of belonging and feeling part of a school-wide House Team
- 'Brilliant Tokens' which are given and collected to earn a class reward and then in turn contribute to a whole school reward (when our Oak tree is completed).
- Headteacher Awards
- Display and sharing of learning and work
- Being given additional responsibilities
- Sharing successes with parents/carers
- Celebration in assembly
- Golden Awards - shared weekly in assembly

Any poor behaviour choice is dealt with following the process below.



## **TIER 2**

**This system will only be successful if the staff members have addressed their learning, sensory and emotional needs in 'Tier 1 - making it work'.**

There are times when children may choose to distract other children from their learning and not follow our 'behaviour values'. When this happens, a clear system is in place. Staff are aware that these times are rare and will be mindful that the distraction could be a result of unidentified trauma or difficulty which may be triggered. When speaking to the child, the adult is mindful of this and is clear in describing the desired behaviours.

Whilst the behaviour may not be following our rules, staff will still try to understand the behaviour and question any unmet needs, or relationship difficulties within the classroom. Once this is addressed, the behaviour should improve.

If the child is dysregulated and is unable to make appropriate choices, reference to the 5 point scale is used and the child is supported in this. For further detail see the rest of this policy.

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, **not** a result of finding the learning challenging, or an emotional or sensory dysregulation.

It will be made clear to the child what the undesired behaviour/choice is and a reminder of the behaviour wanted will be given, if appropriate highlighting positive examples that are already happening within the class, playground etc.



### **TIER 3**

If the child chooses to continue the same inappropriate behaviour and not working within our behaviour values then the child will be **given a verbal warning**. It is important that this is not done publicly but that the child is clear that they have received a warning and why they have received this. If it is needed, then the member of staff will talk to the child, again making it clear what the behaviour is how they can change it/make a better choice.



### **TIER 4:**

If the child still continues with the same inappropriate/unwanted behaviour that are not within the behaviour values then the child will be given a second warning. The steps outlined in 'tier 3' should again be followed at this point.

If continued unwanted behaviour continues after this point then the child's name will be added to 'reflective fox' book. If necessary at this point then a member of SLT will be contacted and the child will be taken to a different room to have 'time out' and an opportunity to reset.

The 'reflective fox' book is used to help children have time to consider what adverse behaviours they've displayed and how they might restore their own sense of well-being and repair relationships with peers and adults. When their name is added to this book then the child spends time with an adult to reflect and think through behaviour and choices- this can be during a break / end of session and will be dependent on the child and specific needs.

The incident is written up on CPOMS and the phase leader and Headteacher is copied in.

If there are several incidents in a short period of time then the main care-giver will be informed by the class teacher. Where there is a pattern or persistent poor behaviour then a more formal meeting will be held.

There may be times where staff need support after incidents, and support is identified as a team. Time is taken to unpick the incident and supervision is provided for staff involved.









**At the end of the session or day, the adult ensures that the relationship is re-established and the child knows not only what the desired behaviours should be, but also that the adult cares about them and believes that they can**

**succeed. Conversations with children are always led showing kindness and compassion. They must be a “connection to get correction”**

## Appendix 2 – Further Support (Protect, Relate, Regulate, Reflect)

### The 5 point scale

The 5 point scale is another strategy used when needed within the school to help and encourage children to recognise how they can change their behaviour.

ZONE	 1	 2	 3	 4	 5
 What does this look like?					
Adults can... 					
Child can ... 					

The 5 point scale is used across the school to support (as needed dependent on individual need) in regulating their behaviour. It is used to identify and recognise behaviours and the sensations to go with their behaviour, as well as making explicit what actions can be taken by the child and by adults to be calm and regulated. Outside on both playgrounds there are visual representatives of the 5 point scale to support the children in understanding how to regulate their emotions, and adults are able to use visual images to support them.

### The Colour Monster

Particularly with our younger children, we use the 'Colour Monster' stories and images, alongside 'Fill My Bucket' stories. Reading these stories regularly to the younger children in school reinforces the vocabulary needed to articulate and understand the emotions being felt. An emphasis on our emotions being valid and normal but how we deal with them needs reflection and thought. 'Fill My Bucket' promotes empathy and tolerance as well as embedding the notion that our own actions impact on others. The emphasis with younger children is labelling their emotion out loud, for example: 'I can see you're angry because your fists are clenched and your face is screwed up'... 'I can see that you're unhappy because you're crying and your head is down.' 'I'm feeling so loved because you're all looking at me when I'm talking.'



**The Chacewater approach is committed to educational practices which Protect, Regulate, Relate and Reflect.**

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Our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

**Protect**

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open door policy for informal discussions with parents/ carers.
- Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.



- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

## **Relate**

- 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.
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

## **Regulate**

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable 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.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions. · The emotional well-being and regulating of staff is treated as a priority to prevent burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

## **Reflect**

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

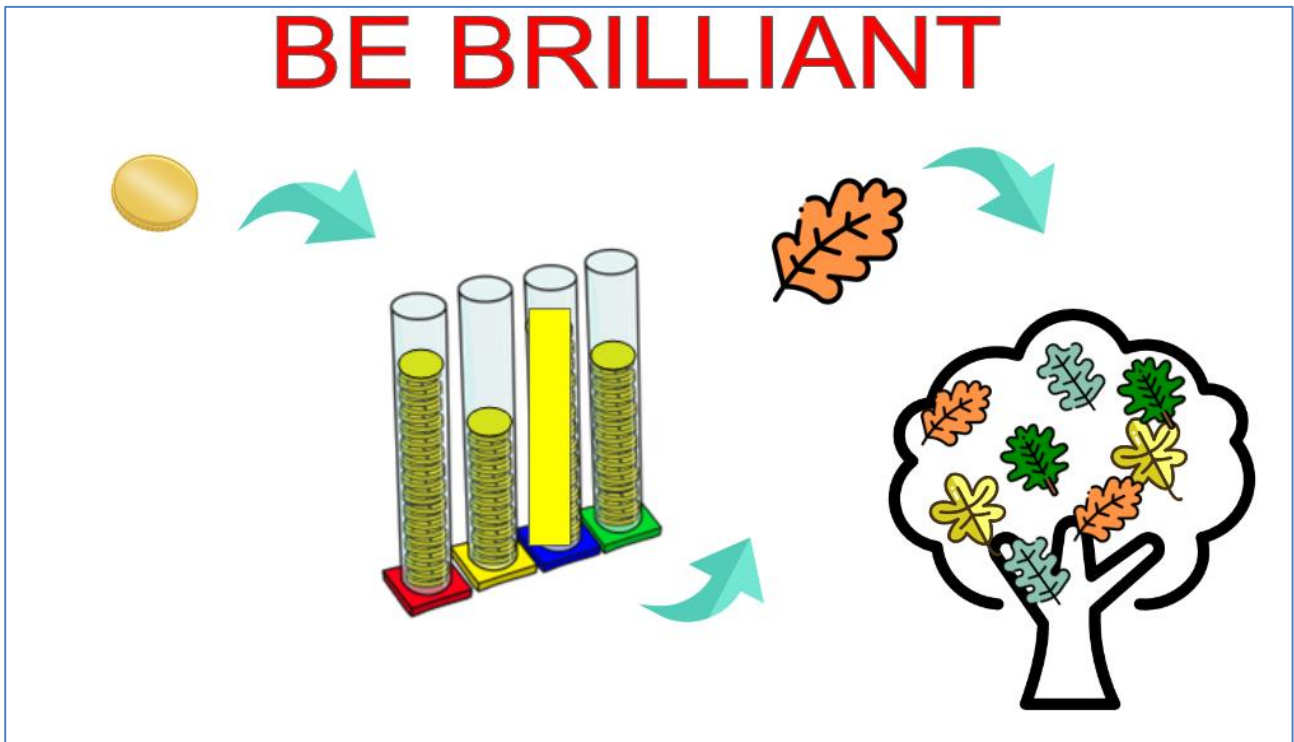
- Provision of skills and resources to support parents and staff in meaningful and empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff (working alliance), 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 experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/music/sand/emotion worksheets/emotion cards.
- PSHE (Personal, Social and Health Education) and psycho education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill health (full range of specific conditions), relationships (including parenting) 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.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self referencing and helping them develop positive, coherent narratives about their lives.
- A behaviour policy based not on punishment and sanctions, but on resolution and interactive repair

**APPENDIX 3 – Our School Behaviour Values (exemplified)**

<u>Value</u>	<u>What does it look like?</u>
 <p><b>BE KIND</b></p>	<ul style="list-style-type: none"> <li>● Making others smile</li> <li>● Showing understanding and empathy</li> <li>● Looking out for others e.g. including people in our games</li> <li>● Sharing</li> <li>● Listening</li> <li>● Choosing our words carefully</li> <li>● Supporting our local community by 'giving something back'</li> </ul>
 <p><b>BE HONEST</b></p>	<ul style="list-style-type: none"> <li>● 'Own our mistakes' - accept that there may be bumps along the way</li> <li>● Don't be afraid to tell the truth even if difficult</li> <li>● Integrity – be true to yourself</li> <li>● Lead by example</li> <li>● Reflect on your mistakes and learn from these</li> <li>● <b>Be true to yourself</b></li> </ul>
 <p><b>BE RESPECTFUL</b></p>	<ul style="list-style-type: none"> <li>● Value other people's differences and beliefs</li> <li>● Treat others how you would wish to be treated</li> <li>● Look after our things and the school environment</li> <li>● Listen and follow instructions</li> <li>● Show good manners and be polite</li> </ul>
 <p><b>BE BRILLIANT</b></p>	<ul style="list-style-type: none"> <li>● Use our learning powers: <b>reciprocal, resilient, resourceful, reflective</b></li> <li>● Try our best in all that we do</li> <li>● Aim high</li> <li>● Celebrate our own and others successes</li> <li>● Be a risk taker</li> <li>● Have high expectations of yourself</li> <li>● Have pride <b>in your</b> personal achievements</li> </ul>

## **APPENDIX 4 – Brilliant Rewards**

By meeting our behaviour values we reward the children by giving them brilliant tokens. These are then used to fill a tube, when the tube is full this is exchanged for a leaf/hand and the children work in teams to then complete our 'brilliant tree' in the hall. When the tree is full we have a whole school reward.



## **Appendix 5 - Banned Substances**

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

**Possession of an illegal item will result in consideration of a Permanent Exclusion.**