



Relational Behaviour Policy

Policy Written: September 2023

Policy update: [May 2024](#), [Sept 2024](#)

Next Review: September 2025

[Updates in blue](#)

Vision

At Lowfield Primary School we work together to create a calm and welcoming learning environment in order to ensure success for all. We establish a safe, caring, supportive and inclusive school.

Our school equips its pupils with the emotional intelligence and social skills that society and the local community demand. We value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We strongly believe in teaching the whole child and developing life-long learners.

At Lowfield Primary School, our approach to behaviour is a relational one where we see behaviour as a communication of need. We use the current research in neuroscience and trauma informed approaches which shows that positive relationships that promote high levels of care alongside high expectations are essential to children's personal and academic success in school. Our relational approach follows three main steps of protect, relate and regulate, and reflect and repair.

Aims

- To enable children to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and to foster a willingness to take risks.
- Core to our learning is for all adults and children to be able to understand, to regulate and to manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others.
- From the earliest opportunity, children will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.
- To build all children's self-awareness through planned and incidental social and emotional learning and through a range of positive experiences.

The importance of recognising the role of the adults in social, emotional and brain/mental health development

Our school works hard at developing its understanding of the research-led information of the influences that effect children's behaviour. We have adopted a Trauma Informed Schools approach to helping pupils with their social and emotional development. The Trauma Informed School's theory is informed by scientific research that demonstrates relationships and conversations with emotionally available adults who recognise that safety cues can bring about positive change. This evidence-based research also shows that positive changes in well-being and mental health can be supported by the model of **Protect, Relate, Regulate** and **Reflect**. If we truly 'Protect' our children in school then behaviour and discipline processes and procedures need to reflect an adaptive and developmentally appropriate response to meet the needs of all children including those children having encountered adverse childhood experiences. In 'relating' to children we look to form meaningful relationships to support positive mental health and happiness. To 'regulate', the emotionally available adult will have 'time in' rather than 'time out' to support children who are dysregulated. In addition, we 'reflect' to do more than just noticing what a child feels but we make an effort to make sense of those feelings'.

'Relationships are the agent of change' Dr Bruce Parry

Our stepped approach to relational behaviour

1. Protect

We have three rules. Be Safe. Be Ready. Be Respectful. The 3 Bs.

These are shared with children through assemblies and by class teachers. Children know these rules and staff reference all issues within these rules. (See appendix 1)



We recognise that children in some circumstances may find it difficult to regulate their emotions without the support of an adult. In these situations, their behaviors may be dangerous to themselves and/or others. In these cases, children will need to have an Individual Behavior Plan (appendix 2) which identifies triggers, strategies, language and adults who can support the child.

In the case of an emergency situation, the adult supporting the child must request additional help from any available adult through the use of the red triangle.

2. Relate and Regulate

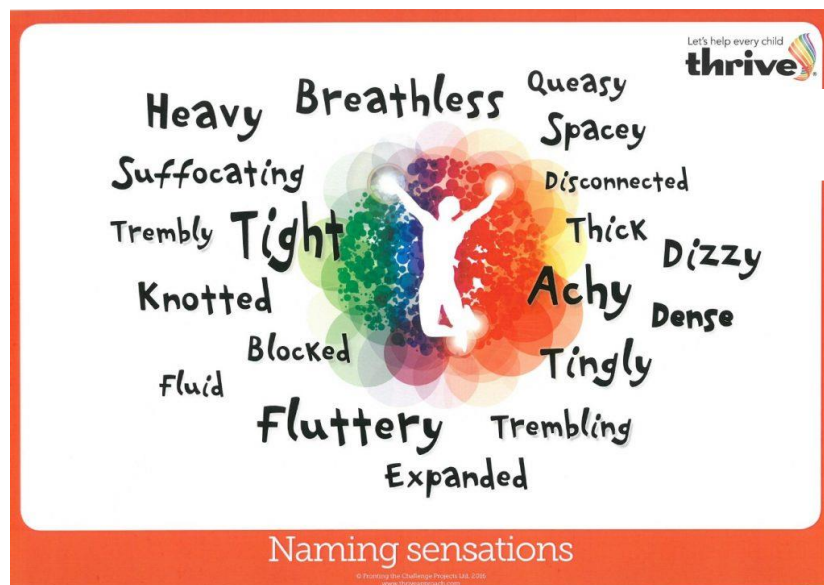
Developing relationships

Relationships are built through:

- Caring adult behaviour, where all staff are ready to be the emotionally available adult for all children.
- Clear high expectations for behaviour and learning.
- Consistent routines and practice in all areas in school, including the use of language.

Approaches to developing positive behaviours

- High quality, adaptive approach to education, which involves all children, builds on success and ensures progression.
- Adults are consistent and clear in the reinforcement of positive behaviour choices in order to help children to know what is expected in different circumstances.
- All adults are observant, emotionally available, inclusive, act as role models and co-regulators for children.
- To encourage children to recognise physical sensations, and then the emotion linked to this, which then leads to actions (the behaviour seen). By separating feelings and actions we allow the opportunity for thinking to take place between the two.



- For children to become increasingly self-aware, taking responsibility for themselves and their actions in developmentally appropriate ways, which enables them to make choices that are more appropriate.
- Adults will use language and a tone of voice that conveys empathy and demonstrates that they recognise the emotion the child is experiencing EG. "I am wondering if you are angry right now because I can see that your face is red. Can I help?" (Appendix 3)

2. Reflect and Repair

Only when the child has been supported to regulate themselves must the incident be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the unsafe actions and alternative positive choices for the future. Adults will be supportive and non-judgmental in order to help the child to communicate underlying feelings. The adult will validate the child's feelings and show empathy in order to acknowledge that their feelings are ok. EG "if that had happened to me I would feel too!"



Reflection

All unacceptable behaviors must be dealt with and addressed with the child. A playtime/lunchtime incident should be dealt with during playtime/lunchtime rather than interrupting learning time. Adults will ensure that children understand that an incident will be resolved at a given time during reflection time (playtime/lunchtime/end of a lesson) to ensure the child is able to engage in their learning until this time. Adults will use these reflective interactions to help the child resolve the incident or conflict and understand how to repair the harm caused. They will refer back to relate and regulate step in order to help the child understand and recognise their behavior. The level of the behavior may mean that there needs to be a further reflection time on other days to resolve and repair the incident. This can take place in the lunchtime reflection room or in the classroom depending upon when the incident occurred.

Reflection time aims to:

- Teach children the impact of the behaviours they have shown,
- Support children to take responsibility for their own behaviour,
- Know how to repair the impact of their behaviour,
- Have positive strategies to improve their future behaviour.

During, or immediately after an incident, we do not expect a child to say sorry. This is referred to as a forced apology. A child will say sorry if they are genuine in this feeling and when they are emotionally developed enough to understand empathy. As part of the repair and restore process adults can guide children to make amends. This can be through either saying sorry or a gesture such as a letter, card etc.

Reflection Room

The Reflection Room will take place each lunchtime as needed between 12:00-12:30pm. In serious or repeated incidents of behaviour which break school rules, children may be instructed by a member of Senior Leadership Team to visit the reflection room the day following the incident. Each day two emotionally available adults will facilitate the reflection room to be a safe and trauma informed space, which aims to help the children reflect on the behaviour. This is done by focusing on the related feelings and how to repair and change their actions in the future. A range of reflection forms and trauma informed resources will be used to support this process. (Appendix 4, 5)

If a child is asked to visit the reflection room three times in a half term then a parent will be notified of the ongoing behavioural difficulties

Appendix 1



Be safe

- Be aware of your surroundings and others around you
- Follow instructions
- Make sure gates are shut
- Listen and talk to school grown-ups.
- If it feels wrong, think about making a different choice
- Using equipment for the task it was made for
- Be kind to others and yourself
- Consistency in expectations/
- Kind hands/kind feet
- Do not hurt someone on purpose
- Walk around the building
- Only touch someone if they say 'yes' and this is ok.
- Sit on your chair with all the feet on the floor.



Be ready

- Magnet eyes, mouth closed - ready to listen
- Come to school on time and in your class line
- Be in the right place
- Have the correct equipment – check the night before school you have everything you need for the next day
 - PE kit
 - Book bag – spelling and reading books
- Always try your best
- Go to be on time and get enough sleep
- Wear the correct school uniform
- Do not stop others from working



Be respectful

- Follow the school rules
- Listen to and follow instructions
- Be kind to everyone
 - Speak to each other with kindness – think about the words you use
 - Treat others how you would like to be treated.
- Take care of the building and equipment
- Good sitting
- Respect other's lifestyles, beliefs and ideas
- Say sorry when needed and you feel it

This list is by no means exhaustive. It provides an example of the ways in which we can demonstrate the 3Bs.

Appendix 2

Emotional Behavioural Support Plan

| | | | |
|--------------|---------------|--------------------|--------------|
| Name: | Class: | Year group: | Date: |
|--------------|---------------|--------------------|--------------|

For steps 1- 4 of this support plan complete the actions and sayings in the situation that the event occurs EG. Classroom, playground, hall

| Behaviour shown | Possible triggers | What to say | Actions to take |
|-----------------|-------------------|-------------|-----------------|
| 1. | | 1. | |
| 2. | | 2. | |
| 3. | | 3. | |
| 4. | | 4. | |
| 5. | | 5. | |

- If you are the adult asked to intervene at step 4 move close but at this point do not engage. Monitor. If calms the original adult can return and move back to step 2. If begins to talk to discuss with you of his own choosing move to step 2.
- If we get to step 6 and a member of SMT/SLT intervene they will ensure is safe and complete calming activities with them. They will return to what the rest of the class are doing when appropriate.
- If you are the initial adult and it escalates to step 6, ensure that you return and repair the attachment by discussing the incident in a clam non-emotional manner later in the day.

Appendix 3

Language to use during an incident

Attunement – Match the child's energy

Oh, wow.... (I can see your face is red; fist are clenched)

Validation – The child's feeling is ok to have

I'm wondering/imagining/guessing you feel.... (sad)

Wow if that had happened to me I would feel too!

Containment – adult is there to help child

I can see this is tricky for you, I will keep you safe (Break into manageable chunks) (first we will....)

Calm, Soothe, Regulate or Stimulate

Let's breathe together until you feel calmer.

Time to Think- Discussion

Name: _____ Teacher: _____

Month (circle): August September October November December January February March April May June

Day (circle): 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

What were you feeling? Circle or Draw your own and label!




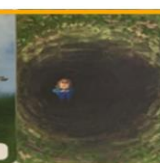

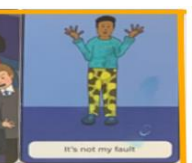
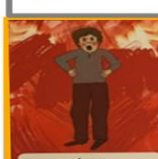
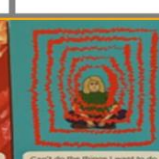



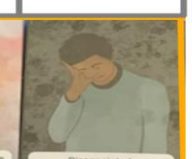
| | | | | | |
|--|--|--|--|---|--|
|  |  |  |  |  |  |
| angry | sick | worried | distracted | confused | hungry |
|  |  |  |  |  |  |
| tired | bored | sad | | | |

What did you want? Shade in the box (es) that apply

| | | | |
|-----------------------|---------------------------------------|---------------------|--------------------|
| Attention | To cause a problem | Control | To get out of work |
| Challenge the teacher | To get even with a student or teacher | Talk to the teacher | Other: |

Draw or describe what happened:

Choose a picture you would like to talk to an adult about.

| | | | | | |
|---|---|--|---|---|---|
|  |  |  |  |  |  |
| | | | | | |
|  |  |  |  |  |  |
| | | | | | |

