



Sunnybrow Primary School



Relationships Policy

Our Mission Statement

We are a partnership between school, home and the community. We recognise through the respect we have for each other that every one of us is unique, with special talents. We let our light shine by showing respect for one another and engaging in our school community.

Sunnybrow Primary School: *A place where every child has the chance to shine!*

Introduction

At Sunnybrow Primary School we promote and nurture respectful relationships through collective values and mutual respect, supported by a restorative approach that aims to build social capital and create a strong sense of belonging, within the context of a positive whole school 'family' atmosphere.

We recognise that it is the quality of the relationship between staff and pupils that is key to promoting good behaviour and that a positive and nurturing atmosphere is necessary for effective teaching and learning to take place.

This policy statement refers to all children who attend Sunnybrow Primary School irrespective of gender, disability, ethnicity, social, cultural or religious background. This school has high expectations of all pupils and we acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.

Rationale

The underlying purpose for considering pupil's behaviour is to further the aim of our school mission statement.

By rewarding, promoting and displaying positive and respectful behaviour, pupils and staff can work towards this aim at all times. Through challenging and intervening when a pupil behaves inappropriately, we aim to assist children to choose the correct behaviour in the future and restore relationships effectively. In order to do this, our school adopts restorative approaches when resolving conflict. We have a 'no shouting' policy. We have high expectations of everyone within school and treat all pupils and adults equally.

The drawing up of this policy gives school staff a clear statutory authority, as specified in Section 91 of Education and Inspectors Act 2006.

Values

We strive to provide an environment where everyone has the chance to SHINE:

- Safe
- Happy & Healthy
- Independent
- Nurtured
- Empowered to Exceed

Our character and restorative values are at the heart of this.

The restorative values are:

- **Respect** – we value, support and empathise with each other
- **Responsibility** – we are responsible for our own actions
- **Reparation** – we try to put things right and display the value of forgiveness.
- **Reintegration** – we can always make a fresh start

Our character values are:

- Honesty
- Empathy
- Ambition
- Respect & Resilience
- Trust

Aims

We aim to give pupils:

- A safe, calm and nurturing environment in which teaching and learning opportunities are maximised.
- An understanding of 'right' and 'wrong'.
- Encouragement to respect and value each other.
- Fair, equal and consistent treatment from all adults in school.
- The chance to form mutually respectful relationships and express their feelings.
- Opportunities to be listened to and to negotiate with others in a restorative way.
- The tools to be able to self-regulate, using the Zones of Regulation framework.
- Rewards to celebrate and promote positive behaviour both in school and on transport, educational visits or other settings.
- Raised self-esteem and confidence through encouragement and positive feedback.
- Understanding of personal, social and community responsibilities.
- Opportunities to develop an awareness and sensitivity to the world in which we live.

We aim to give staff:

- A supportive and productive atmosphere for the delivery of Quality First Teaching.
- Protection from harmful conduct by pupils and parents/carers of the school by having clear and consistent procedures.
- Peer support in staff meetings to promote relationships and staff wellbeing.
- Full use of the restorative approaches model in order to resolve conflicts efficiently and respectfully.
- Support and time to develop their understanding of the Zones of Regulation framework.
- Access to relevant training and support from SLT, and each other.
- Regular opportunities to discuss pupil behaviour and seek support from wider agencies whenever necessary, with support from the SENCO to do this.

We aim to give parents:

- Clear guidelines in supporting this policy through texts, newsletters, workshops and the school website.
- Flexibility to accommodate the personal needs of parents so consultations, advice, discussion, etc, is always available- staff are happy to be approached about queries or worries a parent may have concerning their children.
- Support from school staff when necessary, at times convenient to all parties involved.
- Positive involvement in seeking solutions to challenges that their children are facing.
- Regular updates about their child through parents' evenings, conversations, annual reports and celebration assemblies.
-

We aim to give governors:

- Active participation in the development and review of policy in school.
- Access to relevant training and updates on behaviour in school.
- Regular updates regarding behaviour and relationships in school through the Head Teacher's Report.

We aim to give the community:

- An awareness that pupils at Sunnybrow Primary School are respectful when travelling to and from school.
- The opportunity to observe the positive contribution that pupils make to their community.
- The opportunity to participate in shared community events.

- The right to be respected and safe.

Strategies and Implementation

The Zones of Regulation

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

The Zones of Regulation framework is implemented throughout school as part of our PSHE & RSE curriculum offer. In EYFS, children learn to identify different feelings, the coloured zones the feelings are in and the expected and unexpected behaviours connected to these feelings. From Year 1 onwards, children are supported to develop a 'toolkit' of strategies for dealing with their comfortable and uncomfortable feelings. There are 'zones' charts in every classroom, so children can check-in and show a member of staff how they are feeling. There are also 'toolkit' resources available, which staff can guide children towards to help them with their self-regulation. Our staff know our children really well and are skilled at intervening early and putting in place support to enable children to utilise strategies for their emotional and sensory self-management.

Restorative Approaches

A restorative model in school focuses on the impact on relationships and how they can be successfully restored and maintained.

The emphasis is on reparation and reintegration and encourages children to express and listen to how their actions have affected others, working together to find solutions. It promotes effective conflict resolution skills, providing children with a forum to 'have their say and be heard.'

The following questions are asked to those who have been affected which focus on resolving the situation and all staff use these:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected?
5. What needs to happen/what do you need to do now to move forwards?

Emotional Wellbeing Framework

We believe in being proactive and teaching our children the skills needed to navigate social situations both within school and the wider world. We have created our own bespoke Emotional Wellbeing Framework to support the learning in PSHE & RSE lessons and reinforce the specific skills children need to successfully navigate the many different social situations they will encounter within Sunnybrow and the wider world. Children are taught the power of their words, and we have a clear communication charter in each class to promote respectful discussion.

Positivity promotes respectful relationships

We celebrate good work, good behaviour, good attitudes and individual effort at Sunnybrow Primary School. Across school, you will see very clear 'mantras' that we follow to ensure a positive learning environment such as '**hedgehog hands**' and '**wonderful walking**'. We are proactive at removing barriers, for example, we no longer ask our children to line up at the end of playtimes, but rather use a 2-whistle approach and our mantras to ensure a calm and positive transition into school.

We have a clear and consistent reward system that is used across school. Staff are encouraged to recognise the positives and we have uniformed our Class Dojo rewards so that every class uses the same criteria.

Some of the other ways we reward children are:

- Verbal praise and feedback by all members of staff
- Positive comments in children's books
- Visiting the Headteacher with 'good work' and good news
- Headteacher stickers
- Presentation of awards received outside school
- Celebration Assembly - weekly
- Citizen of the week award, linked to our character values
- Informing parents through meetings, Home/School books, Dojo messenger or verbal feedback

Re-Engaging

At Sunnybrow Primary School, staff are calm and non-judgemental, meaning that they will not jump to conclusions regarding a behaviour that a child may be displaying.

Staff strive to work together with the child and their families to find a solution to negative behaviours, enabling the child to return to a place of good emotional wellbeing, and re-engage with their learning.

Additional Support

When a child appears to be off-task in class on several occasions, or appears to be struggling socially or emotionally over a period of time, additional support may be required.

To ensure that the most appropriate support is accessed, the graduated approach should be followed.

An initial meeting will be held between pupil, parents, relevant staff, SENCO and the Head Teacher (or Deputy Head in her absence) to discuss the needs of the child. This will be recorded on a short note form.

Actions taken may include: reasonable adjustments within the classroom (seating position, small group working, etc.), access to in-school interventions, assignment of a key adult, referrals to outside agencies (EWEL Team, Educational Psychology, etc.).

A support plan would then be created to monitor the emotional wellbeing of the child, using a half termly 'plan, do review' cycle.

Outdoor play & the Reflection Room

For some of our children, being in an unstructured environment such as the outdoor yard can be a very challenging social space to navigate and it can really dysregulate some children. All staff understand the challenges this presents and actively seek to remove barriers. Our outdoor space is carefully organised into zones. Each zone is supervised by a member of staff, all who have training in using the restorative approach. Team games are placed on a rota and are supervised by a teacher, who ensures that the rules of the game are consistently and fairly applied.

For some children, they might access our reflection room on a lunch time. Initially, this started as a space for children to go when they needed to calm down and to access support with regulation. The room is a quiet space with mindfulness activities, board games, puzzles etc. Some children may access outdoor breaktimes on a rota and have a 'fun' indoor break sometimes too. This helps children to manage the school day positively, stay regulated and experience lots of success.

Supporting pupils with special educational needs and/or disabilities (SEND)

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND, their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Pupils who are showing negative behaviours might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for all pupils, we look at their behaviour as part of them and something that we can help them understand and manage. We must remove all obstacles to good behaviour and provide support for all pupils to

meet expectations.

Incidents of more serious unexpected behaviour

For the majority of children in school, the actions outlined above work very well. However, for a very small minority of children who may exhibit more serious unexpected behaviours, there needs to be consequences for their actions that go beyond these measures. The following sanctions will be imposed for more serious behaviours.

Persistent low-level disruption in lessons or around school	Pupils will be given a: -reminder -warning -red dojo -Parents will be sent a Class Dojo message
Persistent low-level inappropriate behaviour at break times	Pupils will be asked to spend reflection time in the reflection room, and a restorative conversation will be held between the child and a member of staff.
Consistent inappropriate behaviour at lunchtime	A period of lunchtimes at home or internal lunchtime exclusion to take place in the reflection room. Parents will be notified via phone call/invited in for a meeting.
Refusing to line up and come back into school after break times	Parents will be invited into a meeting with their child, Class Teacher and Headteacher. A behaviour plan will be put in place to remove barriers and support the child.
Physical harm	A meeting with parents and an exclusion depending on the level of harm caused. This may be internal or external.
Being rude to staff	Initial restorative conversation but if this persists there will be a lunchtime detention. Parents will be notified via Class dojo message or phone call.
Failure to comply	Usual school sanctions as detailed in this policy
Leaving school premises	There will be a meeting with parents, the child, Class Teacher and Headteacher. A risk assessment will be carried out and a personalised behaviour plan put in place.
Using inappropriate language (includes swearing, racist language, homophobic language and issuing threats)	Lunchtime detention, parents will be informed, and a restorative conversation will be held between the perpetrator and victim. Incidents will be recorded on our bullying incident log.
Sexualised behaviour (harassment & violence) including, online behaviour, name calling, unwanted physical touching of a sexual nature, (including bottoms) and up-skirting. Cyber bullying	A meeting with parents to discuss the incident and agree a plan moving forward to ensure all parties are kept safe. A restorative conversation between the perpetrator and the victim. Consequences will be agreed with children and their families.
Persistent lunchtime detentions	A child and their parents will be invited into a meeting with the Headteacher, Class Teacher and PSA to put in place a positive behaviour plan.

School have an internal low-level behaviour log which is closely monitored by the Deputy Headteacher. All other behaviour-related incidents are recorded on CPOMS.

Exclusions

Exclusion is the most extreme measure the school can take and is only involved where all other measures have failed or in extremely serious instances.

Procedures following a Fixed Term Exclusion

- ◆ Exclusions up to 5 consecutive days - work should be set and marked by the school. During this period, the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.
- ◆ Exclusions for 6 consecutive days or longer - the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion. (Schools need to explain their agreed arrangements to Governors.)

Procedures following a Permanent Exclusion

- ◆ It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.
- ◆ From the 6th day of a permanent exclusion the Local Authority (LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases where the pupil lives in a different LA from the school, this will be the pupil's home LA

Keeping children safe: Restrictive Intervention and Reasonable force

There are some occasions where pupils might put themselves and others in dangerous situations. At Sunnybrow Primary School we will only use restrictive intervention when we believe that there are good grounds for believing that the pupil is placing him/herself or other people in immediate danger. Our primary approach will always be through prevention and de-escalation.

What is restrictive intervention?

The term 'restrictive intervention' means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

What is reasonable force?

This is a term used in legislation which includes physical restrictive interventions.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Consideration of pupils with SEND

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

At Sunnybrow, we will always strive to identify the underlying triggers to behaviour and remove barriers. Our staff are highly skilled in utilising a range of prevention and de-escalation strategies such as:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Recording the use of force

When there has been a significant incident, staff will record this on CPOMs. It will be recorded by the staff members involved and must be recorded that day. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Schools should record the following details as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Reporting the use of force

Parents should be informed of a significant incident in writing via a Class Dojo message on the day this has happened. This will always be followed up by a phone call or in person to ensure the message has been seen.

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Recording the use of non-physical restraint

An incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact these must still be recorded on CPOMs.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this on the same day.

The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Schools should record the following details as a minimum:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Parents should be informed of a significant incident in writing via a Class Dojo message on the day this has happened. This will always be followed up by a phone call or in person to ensure the message has been seen.

Bullying

Please see our 'Anti-Bullying Policy'.

Review

This policy will be reviewed annually by the Head Teacher and Deputy Head Teacher.

Reviewed 14.06.24

24.06.25

15.06.26

Signed by: C. Sim

Head Teacher

Chair of Governors