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Hove Learning Federation

POSITIVE RELATIONSHIPS POLICY

Amended: Spring 2022
Adopted by the Behaviour Working Party on behalf of the Governing body: Spring 2022

Hove Learning Federation Positive Relationships Policy

Contents:

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1. Introduction

"If schools want to boost student wellbeing and outcomes they should focus less on behaviour policies and more on making pupils feel they belong".

[*Professor Kathryn Riley – Institute of Education*]

The Hove Learning Federation understand that positive relationships are a shared responsibility and has high aspirations for children's learning and social behaviours and high expectations for all adults to build and nurture relationships. It aims to foster a learning community where children and adults all treat each other with respect, listen to each other carefully and make decisions collaboratively. We believe that a strong sense of attachment to / sense of belonging within our school community is key to supporting positive behaviours. This sense of belonging needs to be built on a bedrock of strong relationships (between children, staff and families). We feel that positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation.

By focusing on developing positive relationships with the School community, we aim to:

- Foster a desire to explore
- Stimulate curiosity
- Provide children with skills necessary to become independent learners
- Co-operate with one another and develop positive relationships
- Persevere and celebrate when we overcome challenges

2. Aims & Research

Aims and key principles:

We aim to create a culture of exceptionally positive relationships within the classroom in order to promote positive behaviour for learning.

- We believe that by explicitly teaching, modelling, supporting and discussing positive relationships, we will instil a culture of positive and well-regulated behaviour: for learning, for community, for life.
- Our pupils have the right to learn in a safe environment and they should feel valued and intrinsically motivated to achieve their best. To enable this to happen we work together with all members of the school community, children, staff, families and governors to promote a positive language and supportive environment.
- The Hove Learning Federation believe in the power of positive, frequent and relevant praise for regulated and caring behaviour as an effective way of improving standards and relationships between individuals.

Positive Relationship Theory /Research Position *(see references at end of policy)*

We hope to achieve our aims by working towards a **non-behaviourist approach**. Behaviourism is the idea that all behaviour can be reduced to a stimulus linked with a response (use of extrinsic motivators: rewards and consequences). Research into motivation, mindsets, learning attitudes and attachment shows that educators searching to develop intrinsic motivation (self-directed learners) should avoid using carrots and sticks in the process. Research shows that behaviourist approaches gain compliance in the short term but do not bring long term change. Our emphasis on teaching, modelling, supporting and discussing learning characteristics will enable children to develop intrinsic motivation to develop positive relationships and behaviour for learning.

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Our professional observations, experience and ideology support the idea that children who struggle to make changes in their behaviour are not supported by rewards and consequences. In place of this, we hope to create a learning community which places children's wellbeing and sense of belonging as key priorities. We aim to support children to solve their own (and each other's) dilemmas; repair their own mistakes and plan to make their own changes.

At our school, we are aiming to build a learning community with strong pupil involvement and engagement. We believe that in order to learn to become self-directed in making positive choices for their own behaviour, children need lots of experience of making their own decisions and taking personal responsibility in this process. They need a voice and a chance to act and explore – even if this does not achieve the intended outcome immediately. Like any learning, there will be errors and misjudgements along the way.

The Hove Learning Federation value unintentional mistakes and hope to work in collaboration with our children in order to positively move forward.

Behaviourist Teaching	Non- Behaviourist Teaching
My job is to make judgements about negative or positive about your behaviour so you know how to behave	You are learning to behave well (regulate yourself) and my job is to help you. I understand your mistake is something we can help you repair and I need to help you make more positive choices. We are all learning all of the time and if you want to learn to be (kinder; calmer; less vocal..) we can help you
Y hit X; Y needs to be punished	X needs to be kept safe. X needs a strong voice in the outcome. Y needs to be supported to reflect on the impact of the behaviour and make amends. The outcome is collaboratively safe. Sitting Y in '*Reflection Time/Time Out*' will not help change the behaviour
X has been good or has produced good learning outcomes; X needs a reward for that	Adults provide modelled opportunities where X can reflect on their achievements and identify positive actions or learning (linked to our *Learning Characters*)

3. The Class Charter

Aims and key principles:

The use of a Charter in place of school 'rules' is a deliberate choice to bring the children into the heart of discussion and to help them develop into self-controlled, mindful and respectful citizens. We believe that positive behaviour can be taught and shaped like any new skill and is based on trusting positive relationships. Just as we do not assume that a child will develop mathematical concepts by accident, neither do we presume they will develop positive behaviour without discussion, learning and support. We must help our pupils to take responsibility for their own behaviour and this agency is the central premise of forming lasting, positive behavioural habits. We also know that changing behaviour or adhering to rules is not a simple choice for some children and that language is crucial so 'rules' which can be 'broken' can be unhelpful.

Each class Charter is based on 3 universal rights which are adapted from the 'UN Convention Rights of the Child'

1. We have the right to learn.
2. We have the right to express ourselves.
3. We have the right to be safe.

Each class will personalise and develop these statements in an age-appropriate way to decide how these rights should be protected and what the responsibilities of each child to achieve this are. To support these rights, routines will also be agreed by the class: strong routines support positive behaviour. Involving children in developing these agreements and routines supports ownership and understanding.

Over the year, the Charter is reviewed regularly and children and adults evaluate how well the class is showing responsible behaviour.

Example
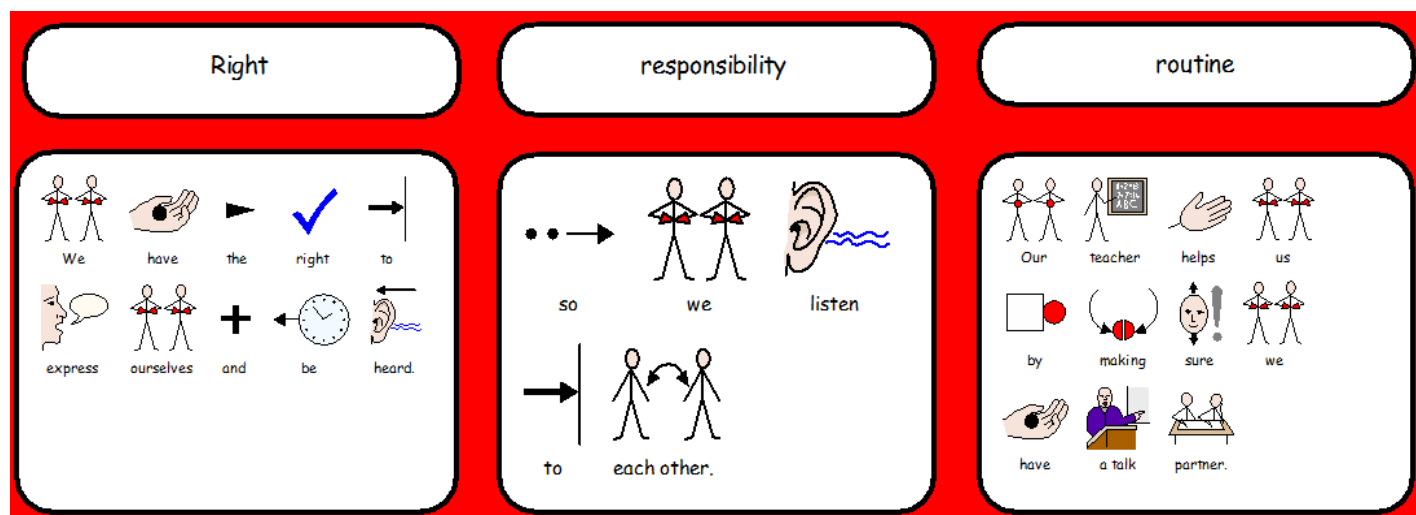
4. The Learning Characters

Aims and key principles

At the Hove Learning Federation, we are committed to promoting positive relationships and behaviours. Our aim is to identify, develop and promote key characteristics for lifelong learning and positive relationships within our communities; we aim to achieve this through our learning characteristics.

As part of federated and inclusive approach, staff and children were consulted about key values that underpin what positive relationships are - these values are reflected in our *Learning Characters*. Each *Learning Character* is assigned a characteristic as a vehicle to promote positive behaviours.

Every person at the Hove Learning Federation works proactively to promote these characteristics. The language associated with the *Learning Characters* shape the way we communicate with children. If there are any occurrences of unwelcome behaviour, we consistently use the language associated with the *Learning Characters* to discuss it, encouraging children to identify their responsibilities, the rights of others and how to respect them.

We strongly believe in this being both for adults and children, and that mutual respect and understanding is key to building strong, positive working relationships.

Expectations:	Strategies:
All adults and children are aware of each *Learning Character* and their associated characteristic	• Adults and children become familiar with all *Leaning Characters* through the continual reference to and use of across a day, week and term • Adults and children refer to the *Learning Characters* when offering praise and/or support through reflection • Adults and children refer to the *Leaning Characters* throughout taught session e.g. when reflecting on learning
The Learning Hexagon (See *The Learning Hexagon*) is displayed within each learning environment across the school	• *Learning Hexagon* displayed visibly at the front of the classroom • *Learning Characters* within the *Learning Hexagon* are configured as displayed in Appendix 2 – *The Learning Characters & The Learning Hexagon*
The *Learning Characters/Learning Hexagon* (See *The Learning Hexagon*) are referred to throughout the taught session	• Opening slide for each lesson refers to the *Learning Hexagon* e.g. *Are your Ready to Learn?* • Throughout the lesson, adults refer to those key characteristics observed supported by an explanation e.g. *"Well done X, I have seen that you have worked collaboratively with your partner by listening to one another sharing your ideas."* • Children's names are displayed by the relevant *Learning Character* • Merits are awarded/*Learning Character Stickers* are presented to children displaying learning characteristics.
Learning characteristics are built upon through Reception to Year 6 as a whole school approach	• New characteristics are built upon, year group to year group • Time in the curriculum is dedicated to embedding the understanding of each characteristic, both through whole class teaching, assemblies and Learning to Learn/*Working With Others* session and within the learning environment. • Children drive the discussion within these sessions to build a fuller understanding of what each *Learning Character* means, guided by the adult in class • Adults model behaviours in peer interactions and child-adult interactions.

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Each Learning Character reflects a learning skill: Polar Bear - Independence Tortoise - Perseverance Bee - Cooperation Owl - Curiosity Butterfly – Imagination (See Appendix 2 - Description of *The Learning Characters*)	• All learning characters is taught about explicitly at the start of each year and referred to at the beginning of each term. • SLT assemblies are planned for in order to promote the learning skills across the academic year. • *Learning Characters* are referred throughout learning and are embedded in the lesson slides. • Learning is linked to one or more of the *Learning Characters* through targeted questions and/or outcomes. • Learning Characters are displayed on *Learning Hexagon* within the classroom. KS1 classes have physical representations of the Learning Characters on display in class. • At the end of each session, celebrate the learning journey and effort that children have made.
Praise and conflict resolution is given/addressed using language associated with *The Learning Characters* (as well as each children's rights as outlined in the class Charter)	• Adults offering praise or resolving conflict must do so by using the language associated with the *Learning Characters* e.g. "*Well done, you have shown great perseverance in learning how to multiply fractions.*" "*You must co-operate with me in order to resolve your disagreement. I am here to support you with this.*"

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5. The Learning Hexagon

Aims and key principles:

We aim to create a culture where positive relationships drive the behaviour within the classroom in order to promote a '*Ready to Learn'* ethos.

Teachers and pupil relationships must be built on consistent and clear positive relationship expectations. We aim to create a culture of mutual respect and trust using the *Learning Hexagon* to ensure our children are aware of appropriate behaviours while developing a high self-regard and esteem.

The Hove Learning Federation believe in the power of frequent positive and relevant praise for good and caring behaviours as an effective way of improving standards and relationships between individuals.

Using the *Learning Hexagon*:

Expectations:	Strategies:
'Ready to Learn' All children begin at this stage at the start of each lesson. Children are attentive to the learning i.e. children are calm, alert and focused.	• Strong routines and high expectations developed with the children • Support children's positive behavior, routine and expectation as agreed in the class's own Charter. • Each child has what they need ready to access the learning. • Stationary, equipment and differentiated task/challenges are prepared and distributed • Positive reinforcement given to children who are displaying *'Ready to Learn'* traits e.g. sitting, looking, listening *"X is showing me that they are ready to learn by sitting quietly and looking my way."* • Visual reminder in planning/slides to reinforce that they are *Ready to Learn* • Celebrate the achievement of *Ready to Learn* state. • Use proactive strategies to identify and support children to remain *Ready to Learn* if dysregulated prior to or during the lesson. • Support children with proactive strategies when they move from *Ready to Learn* state. • Support dysregulated children to use *Just Right* language/strategies to self-regulate See section - Attachment Aware for a description of *Just Right*.
Learning Characteristics Children identified as demonstrating a particular characteristic are celebrated.	• Clear modelling of what each characteristic looks like in practice. • Descriptive praise for effort and achievements. *"I have noticed that you are working well with your partner, really listening to each other's ideas and asking questions. Let's move your names onto the cooperation bee."* • Children identify where in the session they, or another member of class, has demonstrated a learning characteristic. NB – It is important for adults to use the learning characteristics to support a return to *Ready to Learn.* *e*.g. Two children are unable to agree – adult response: *"I can see that you both have great ideas, how can we collaborate so that you are both heard?"*

	For a positive outcome, both children are moved onto Co-operation Bee. All children identified on the *Learning Hexagon* will be rewarded a merit / learning character sticker at the end of the session / day.
Let's Think About It	• Children who are showing signs of dysregulation are engaged in communication with an adult who will support them with co-regulation. This may be the teacher or another adult in the class. e.g. Child distracted by physical object – adult response: *"Let's clear your desk of all of those distractions so that we can focus and show that we are Ready to Learn."* • Communication is supportive and a positive outcome is offered in order to return to *Ready to Learn*. • Time is given for child to regulate e.g. *"We'll give you time to think about...and I will check back to see if you are Ready to Learn in 3 minutes."* *Or* *"I can see you need a moment to..."* • As the children progress through to KS2, Let's Think About It can be used to gently challenge and extend learning. e.g. Child completes rushes learning and completes task in minimum time – adult response: *How could you show perseverance and extend your learning seeing as we have time left? Could you add...* In both scenarios, children could be added to the appropriate *Learning Character* once regulated. If child continues showing signs of dysregulation, adult can offer a second alternative such as: *"I can see that you might be struggling with…Here are your choices (offer two scenarios) or you will move to Let's Think About It."* **Infants (Visual)** – Writing or movement of name to *Let's Think About It* with the second communication and positive alternative. **Juniors** – Discussion with the second communication and positive alternative and reminder that they may need *Time to Think* after the session. NB - Each individual child's circumstance needs to be reflected on, and positive outcomes offered. Should the child not self-regulate, the outcome will be *Time to Think* with the Nurture Team/SLT Names of children attending *Time to Think* to be noted for parent contact (See *Time to Think Flow Chart* – Appendix 3) **Infants**: Teachers to share with parents at the end of the school day

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Red Card	High tariff disruptions in class can be difficult for a teacher to solve positively right in the moment (as the learning of all the other children needs to be at the forefront).
	• The child will be reminded of the whole class's agreement and asked to follow the Charter.
• Belief in the child's ability to do this will be expressed and help offered 'Can you manage that by yourself or do you need some help?'
• Some children prefer to go and work in a quieter space or a peer may be able to support positive attention.
	On the rare occasions of persistent disruption or behaviour that put others at risk, a child may be asked to go to another class/learning space.
	• A *Red Card* is presented to an adult in class or a trusted member of class to hand to the Year Leader/a member of SLT.
• The child is sent to another class or a member of SLT, it will be for a short period of time and the child will be given a space to sit and think/write/draw a reflection.
• Record behavioural incident in *Let's Think About It* log and inform parent/carer before the end of the day or when the child is collected.
	If a child has committed a serious offence in school, the senior leadership team may choose to impose an internal/cross site exclusion (See De-escalation, Positive Handling and Exclusion for details of exclusions).

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6. Supporting Positive Behaviours and Relationships

We are committed to promoting positive behaviours and relationships. There are many ways in which we do this:

Expectations:	Strategies:
Adults' Role / Modelling	• All adults treat all children with respect and model positive behaviour. We do not believe children are less important than adults • Involve children in discussions in a respectful way. • Adults listen when asked for help and do not dismiss concerns as unimportant; we know things adults may perceive as small can be overwhelming to children.
Verbal / non-verbal positive comments and feedback Learning Characteristic: Independence, perseverance, cooperation, curiosity or imagination	We know some children can find praise overwhelming so are deliberately careful about our positive comments and feedback • Smiles & friendly greetings e.g. *"Good morning, how was your afternoon? What have you got planned for the weekend?"* • Offer kind/positives words • Open questions directed to children e.g. *"What are you learning about in class at the moment? What have you learnt about your topic today/this week?"* • Reinforce positive behaviour choices with specific positive feedback e.g. "The way you helped X in the playground showed really caring thinking." • Positive feedback linked to **effort / persistence** (Growth Mindset).
Star of the Day Learning Characteristic: Independence, perseverance, cooperation, curiosity or imagination	• At the end of the day a child is nominated by the teacher and/or the class to receive 'Star of the Day' for demonstrating a key learning skill • The child is given a sticker and their name/photo is displayed in the classroom
Celebration Assembly / Star of the Week Learning Characteristic: Independence, perseverance, cooperation, curiosity or imagination	• A child is chosen each week by their class teacher for displaying consistent positive behaviour and/ or learning characteristics. • Each *Star of the Week* is presented with a *Gold Award card / Star of the Week Certificate* and *sticker* as well as a letter from the class teacher informing the child/parent carer what the teacher feels is special about the child. • Certificates awarded to children should link with the 'Learning Characteristic' demonstrated to achieve the certificate.
Table/Row Points Learning Characteristic: Co-operation and/or persistence	• Table/class team points are intended to promote co-operation and are awarded for small group actions e.g. Showing that we are *Ready to Learn*
Learning Characteristic Stickers (Infants) Learning Characteristic: Independence, perseverance, cooperation, curiosity or imagination	• When children and moved to this area of the Learning Ladder and Learning Hexagon they will receive the matching sticker • Efforts towards, or actions demonstrating one of our learning characteristics can be awarded with a sticker reflecting the relevant learning character. • Adults explain how and why children have received this sticker modelling positive relationships and behaviour for learning skills

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Merit System (Juniors) Learning Characteristic: Independence, perseverance, cooperation, curiosity or imagination	• Efforts towards, or actions demonstrating one of our learning characteristics can be awarded by an adult in school. • A certain number of merits results in a particular certificate, which is given out during assembly • The number of merits needed to achieve a certificate increases from Year 3 to Year 6 • Year 6 pupils receive a bronze, silver, gold etc. wristband in addition the certificate (Year lead to order prior to the start of the academic year)

7. Behaviour Mentor/ Inclusion Key Worker Nurture Programme

Aims and key principles:
As adults working within the Hove Learning Federation, we are all responsible for children's behaviour in school and our role is to **keep all children safe physically and emotionally: this is every child's right**.

We know that most children will make mistakes along the way to becoming attuned, self-regulated, responsible people and that some children have particular challenges (e.g. children with social, emotional and mental health needs; autistic spectrum condition; attachment needs and other developmental or genetic conditions) on this journey.

We believe that children need the right relationships and right response to their behaviour mistakes so that they feel open and able to make progress. Getting this right will mean children are more able to take responsibility rather than defend themselves from a negative judgement/consequence by denying or avoiding responsibility. Behaviour Mentors encourage children to solve problems together and act to facilitate children's responses

Expectations:	Strategies:
Learning/Behaviour reviews	• Inclusion Key Workers (IKW) and Behaviour Mentors reflect on whole class learning and community behaviours and look at how to improve less robust behaviours. • Liaise with Year Leaders and class teachers to discuss individuals who are demonstrating a high frequency of behavioural mistakes. • Review frequency of children attending *Time to Reflect*. • Analyse behaviours of children who frequently attend *Time to Reflect*.
Behaviour Mentors support problem solving with individuals/small groups Weekly timetabled sessions are individualised to support: social and communication, nurture, positive relationships, behaviour for learning, sensory support	• IKW / Mentors spend time supporting problem solving with individual children or small groups of children to ensure that issues are resolved well and peacefully. • Mentors do not make assumptions about children (e.g. 'You usually do that') and listen to all children's views and experiences of situations. • Mentors do not believe punishment or consequences bring long-lasting change: they breed mistrust and model negative power relationships. • Mentors know that children cannot solve problems or think rationally when they are stressed, frustrated or anxious and so we do not question children or try to support children when they are in an aroused state. • Mentors find a safe space for a child to calm down (give them something perhaps like buttons/putty to play with) before beginning to help the child to explore and repair the situation.
Individual's opportunity to reflect	• All children benefit from some space with which to think through a situation when something negative has happened. • Give children space and opportunity to reflect by giving them time to draw a reflection (or write if they prefer – or both). • Ask children what has happened; what happened before this (the trigger usually); what would they do if they could go back in time; what they could do to repair. • All children involved in any conflict or dispute will be brought together to agree a way forward and check everyone feels happy with the outcome.

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Expectations:	Strategies:
• **Time to Talk**	• Build positive relationships with children who find it difficult to self-regulate.
	• Offer strategies to self-regulate using the *Just Right* approach.
	• Refer to targets on SEND Action Plans
	• Set weekly/half-termly behavioural targets.

8. Attachment Aware

Aims and key principles:

At Hove Learning Federation, we build and nurture positive relationships but we know that for some children relationships can be more difficult to build and sustain due to previous or current life experiences. These children may present as emotionally dysregulated and may need a more bespoke approach drawn from our attachment aware and trauma informed guidelines.

Alongside the attachment support which may be offered by a mentor, our Nurture Team is sometimes able to check in and develop their personal relationship with a child who is struggling with positive behaviour. Spending short periods of time (especially at the beginning of the year when trust may be a barrier to a child's positive behaviour) with a child to affirm a positive relationship, using techniques such as Lego Therapy, Theraplay, are often beneficial and will be considered.

We are aware that for small number of children, a far greater amount of support in managing their own impulses / behaviour. These children remain a priority – See *Flexible support for vulnerable pupils (Appendix 4)*

Expectations:	Strategies:
Nurture Groups	• Key children are given support by our Learning/Inclusion Mentors which the school finances. The Leaning/Inclusion Mentors help children with emotional/mental health issues presenting in school and meets regularly with the child; the child's parents/carer; teacher and key stage Inclusion Leader.
Just Right	• We use the Just Right approach for children across the school. This is a simple coloured scaling system (red/orange/green/blue) which encourages children to regularly consider their emotional/sensory wellbeing.
	• In this system, the 'Just Right' colour is green (calm, content, ready to learn); the blue colour represents feeling tired/lethargic/low; the orange colour represents feeling anxious/fizzy/stressed/over-stimulated and the red colour represents anger/flipping my lid/melt down/shut down.
	• Children learn to know what helps them feel better (e.g. move from the orange zone back to the green or stimulate themselves out of the blue zone into the green).
	• Some children need an adult to notice their emotional/sensory state to help them regulate.
Sensory Groups & Sensory Breaks	Lots of children with poor attention / impulse control / concentration / other behavioural challenges can respond positively to additional breaks to meet their sensory needs – even if these needs are not obvious.
Social Skills/ Friendship Groups	• Social skills/friendship groups are set up within the school on a needs-basis. We usually have at least one social skills group running at any one time.
	• Children who have mild behavioural challenges may be invited to join such a group, especially where that problem is linked to

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	social skills.
Circle of Friends	• With the child's and parent's permission, we may set up a Circle of Friends around a child. • This is a team of peer supporters who take on a role of supporting a child who wants to make a change but is struggling to do so alone or who is trying to develop the skills of friendship and needs help. • This is adult-led and adult-supported throughout.

9. De-escalation and Positive Handling

Aims and key principles:

By using an attachment aware and non-behaviourist teaching approach we aim to de-escalate incidents before they become serious. We understand that if incidences are not appropriately managed it can impact a child's safety, trust and development. By using positive behaviour support we can prevent and diffuse behaviours that challenge before it escalates. However, on rare occasions where an adult believes that a child is in imminent danger then physical intervention may be required the following strategies may have to be used:

Expectations:	Strategies:
De-escalation	• Move to a private area. If it seems safe to do so, it may be helpful to move the child away from communal/public and into a clam space to talk. • Be empathetic and non-judgmental. Focus is placed on understanding the person's feelings. Whether or not you think those feelings are justified, they're real to the other person. • Respect personal space. If possible, stand 1.5 to three feet away from the person . . . Allowing personal space tends to decrease a person's anxiety and can help de-escalate the situation. Do not block exits. • Avoid over-reacting. Remain calm, rational, and professional. While you cannot control the person's behaviour, how you respond to their behaviour can affect whether the situation escalates or defuses. Empathize with feelings, not behaviour "I understand you are…, but it's not okay to shout at staff." • Allow silence. By letting silence occur, you are giving the person a chance to reflect on what's happening and how to proceed.
Positive Handling	• The use of positive handling at the Hove Learning Federation is aligned to the DfE 2013 (reviewed 2015) 'Use of Reasonable Force Guidance', where upon all professionals within the school are empowered to undertake a 'professional safety/risk assessment' with regards to the imminent safety of a child (or others) and should the need arise 'positive handling'. * • See the *Positive Handling Policy* for full guidance **Note**; Parents would be informed of this and support put in place for the child once regulated.

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Exclusion	We would hope to never resort to excluding a child from our community however, exclusion of children remains a legal right all schools are given. There are 3 types of exclusion: an internal exclusion; a fixed term exclusion; permanent exclusion. • Internal Exclusion means that a child is excluded from his or her class but stays at school (cross site exclusions could be considered depending on the severity of the incident). The child would spend the day with the head or a deputy head or s designated member of staff and would be given curriculum work to complete as well as spending time thinking about how to build bridges and put right their particular situation • A Fixed-Term Exclusion involves a child being excluded from school for a short period of time. During a fixed-term exclusion, a child should be supervised at home. When a child returns from a fixed-term exclusion, we ask the parents/carers to accompany the child for a meeting with the Head or Deputy. In this meeting we will set targets for the child and decide ways we can help the child meet the targets. The targets will be monitored by a member of SLT and a review meeting will be held. We will ask that parents / carers attend this review meeting. • Permanent Exclusion is a measure where, despite a considerable level of support, a child persistently disrupts the good order of the school or regularly puts themselves, others or property in danger or performs a uniquely dangerous act – at this point the school can decide to permanently exclude a child. If parents / carers do not agree with the school's decision to exclude their child (fixed-term or permanently) then they have a right to appeal. The letter informing parents / carers of the exclusion also informs them of how they can appeal against the decision.

* To support this further at the Hove Learning Federation we have key members of staff trained in **Maybo: Conflict Management**. Maybo training provides staff with the skills and awareness required to de-escalate and manage behaviours of concerns with the aim of creating positive and safer learning environments where children can actively learn and explore. Conflict Management training is required in certain roles to assist staff to safely and effectively manage aggressive and challenging behaviour and the approaches in this training may to utilize further support the positive handling of a child. More information on this can be found at https://maybo.co.uk.

Policy Links

PSHE Policy
Anti-Bullying Policy
Positive Handling Policy
e-safety policy
Safeguarding and Child Protection Policy

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• 'What works in promoting social and emotional well-being and responding to mental health problems in schools?' Professor Katherine Weare (NCB) 2015

• 'A whole school framework for emotional well-being and mental health' Sue Stirling and Dr Hilary Emery (NCB) 2016

• 'Promoting children and young people's emotional health and well-being -a whole school approach' Public Health England

• 'The key components for a mentally healthy school' Dr Margot Sunderland (Centre for Child Mental Health)

• Future in Mind: NHS Research 2015

• DFE Mental health and behaviour in schools (November 2018)

"A school's approach to mental health and behaviour should be part of a whole school approach to mental health and wellbeing"

Professor Kathryn Riley IOE

"If schools want to boost student wellbeing and outcomes they should focus less on behaviour policies and more on making pupils feel they belong"

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Appendix 1: Description of *The Learning Characters*

Learning Characteristics:

The following ideas and prompts can be used by teaching staff to explore the learning characteristics.

Creativity:
I am embrace creativity and freedom of expression within my learning
To be creative
I will express myself openly without fear of judgement
I will make my own choices
I will experiment with ideas and resources
I will be imaginative and approach things in new and unusual ways
I will be open to my own ideas and impulses

Curiosity:
I am keen to learn and enquire
To be curious
I ask questions and want to know the answer
I explore ideas so I understand things more deeply
-Before a topic starts – what questions do I have about this subject?
-Look at a text/picture – what questions do you have? Are they relevant?
-What questions would you ask a character?
-What questions do you need to ask yourself to solve this problem?

Collaboration:
I use my Working With Others skills e.g. listen, share, discuss, and show respect
I can learn from others
I can co-operate
We use team work
Use compromise and negotiation
-Lessons involving group work – did the children work effectively?
-How did you solve this problem within your group?
-What problems might come up in the group work? How could you minimise them?
-Did they compromise, to avoid a problem?
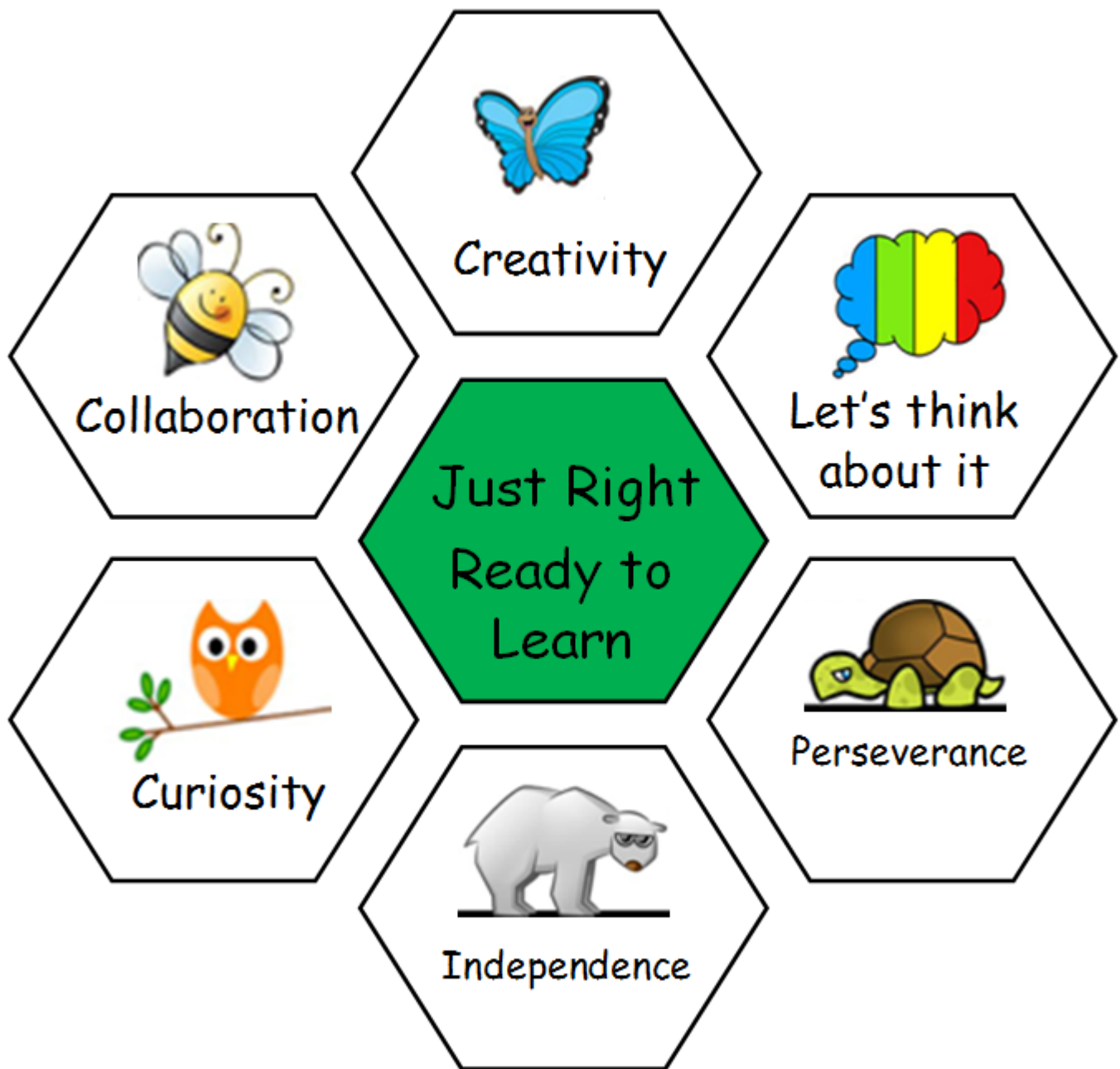-Could I have assigned the groups roles to develop collaborative work?

Independence:
I use self-motivation and positive thinking and I help to organise and look after my own classroom. I make decisions and choices about my learning
I use my initiative and find solutions to problems
I take responsibility for my choices and I am resourceful e.g. use 5Bs
-Did they start their work independently and use the 'steps to success' to help?
-Did they help someone else so that the other learner was able to be independent?
Did they use the 4Bs?

Perseverance:
I know that mistakes are part of learning

I try different strategies when faced with a challenge

If I don't success at first, I try again and again

I can build up my resilience

I have a growth mind-set
-Did they keep going with an investigation, even though they hadn't found a solution?
-Did they help someone else to persevere through something?

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Appendix 2: The Learning Characters & The Learning Hexagon

Creativity

Collaboration

Let's think about it

Just Right Ready to Learn

Curiosity

Independence

Perseverance

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Time to Think Flow Chart

Time to Think

- Slip to be completed by adult outlining the nature of the incident
- Slip given to child to bring to *Time to Think*.
- Member of Nurture Team/SLT offer a short restorative justive session using the language of our rights, our *Learning Characteristics* and our class charter
- Member of Nurture Team/SLT to record incident on CPOMs alerting appropraite adults e.g. class teacher and in *Time to Reflect* folder
- Monitor frequency of individual incidents

Time to Think - 3 incidents within a half term (Class teacher involvement)

- Complete *Time to Think* as outlined above
- In monitoring frequncy of incidents, if a member of the nuture team/SLT identifies that a child has had 3 incidents within a half term they must:
  - Record the incident on CPOMs alerting the class teacher and year leader
  - e-mail the child's class teacher informing them of the frequency of incidents
  - Class teacher must inform the parent/carer by phone or in person of the frequncy and nature of incidents

Time to Think - 6 incidents within a half term (Year lead involvement)

- Complete *Time to Think* as outlined above
- In monitoring frequncy of incidents, if a member of the nuture team/SLT identifies that a child has had 6 incidents within a half term they must:
  - Record the incident on CPOMs alerting the class teacher and year leader
  - e-mail the child's class teacher and year leader informing them of the frequency of incidents
  - Year leader must inform the parent/carer by phone or in person of the frequncy and nature of incidents

Time to Think - 9 incidents with a half term (SLT/Behaviour mentor involvement)

- Complete *Time to Think* as outlined above
- In monitoring frequncy of incidents, if a member of the nuture team/SLT identifies that a child has had 9 incidents within a half term they must:
  - Record the incident on CPOMs alerting the class teacher, year leader and SLT/Behaviour Mentor
  - e-mail the child's class teacher, year leader and SLT member informing them of the frequency of incidents
  - Menber of SLT must inform the parent/carer by phone or in person of the frequncy and nature of incidents and arrange a meeting with pupil, parent and class teacher
  - Pupil to be refered to *Behaviour Mentor Programme* for follwoing half term.

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Appendix 4: Flexible support for Vulnerable Pupils

Positive relationships, mental health and behaviour is part of a whole school approach to mental health and wellbeing. This is paired with an individualised responses when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities including Adverse Childhood Experiences (ACEs).

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour / emotional state which can be an indication of an underlying problem. This can include:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; body rocking...)
- Interpersonal behaviours (indiscriminate contact or affection-seeking, over-friendliness or excessive clinginess; demonstrating excessive 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand or recognise emotions)

The balance between risk and protective factors is most likely to be disrupted when difficult events happen in pupil lives. These include

- Loss or separation (death; parental separation; parental health; loss of friendships; family conflict (having to live elsewhere); being taken into care or adopted; deployment of parents in armed forces
- Life changes (birth of a sibling; moving house or changing schools; transitions)
- Traumatic experiences (abuse; neglect; domestic violence; bullying; violence; accidents or injuries)
- Other traumatic incidents (e.g. eviction and temporary homelessness)

At the Hove Learning Federation, we understand that as social disadvantage and the number of stressful life events accumulate for people, more protective factors are needed to act as counterbalance and to enable children to be resilient when they encounter problems or challenges.

Where there are concerns about behaviour/emotional regulation, we will instigate an assessment process to determine whether there are any underlying factors such as undiagnosed learning or speech and language difficulties, child protection concerns or mental health problems. We are committed to this through:

- The effective use of data (changes in patterns of attainment or attendance or behaviour)
- Our effective pastoral system (at least one member of staff knows every pupil well, recognises signs and there is a structure through which staff can escalate the issue and take decisions about what to do next)
- Our Assess / Plan / Do / Review process

Specialist Support

- School nurse
- Primary Health Worker
- CAMHS
- Family Coaching/Early Help support
- Front Door for Families
- Young Carers
- Educational Psychologist / BHISS (Brighton and Hove Inclusion Support Service)
- Specialist teachers for SEMH

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