

Ramsgate Holy Trinity C.E. Primary School



Relationships and Behaviour Policy

(Formerly known as the Behaviour Policy)

Policy Approved by Chair of Governors on:

Approved by: FGB

Date: 26.9.2024

Reviewed: September 2024

Next review due: December 2025

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Policy Statement

Our school vision:

Every day we gather as a community of learners and leaders, recognising and nurturing each individual and their gifts. Following Jesus' example, we aspire to be inclusive, compassionate and caring, valuing curiosity and embracing challenge to prepare our children for an ever-changing world. We are guided by our values of Love, Faith and Hope. From the first day. All and one are nourished: spiritually, emotionally, academically and physically.

It is the aim of our school, that every pupil has the opportunity to enjoy their learning, experience belonging, success, and realise their full potential. At Ramsgate Holy Trinity CE School, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on a pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school offer.

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

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.

Guided by the **Thrive Approach**, we focus on **relational connection** and **regulation** first. We will do this by putting **relationships at the heart of our approach** by truly **listening** and **responding** to our children's voices, to create and foster a **safe** and **happy** environment where all feel **safe, secure** and **respected**.

This Relationships and Behaviour Policy links to other school policies and documents including:

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

The Relationships and Behaviour Policy refers to DfE statutory guidance and documents that should be read alongside this policy. These include:

- [The Equality Act 2010 and schools](#)
- [Education for children with health needs who cannot attend school](#)
- [Keeping children safe in education](#)
- [Suspension and permanent exclusion](#)
- [Searching, screening and confiscation in schools](#)

- [Use of reasonable force and restrictive practices in schools](#)
- [Mobile phones in schools](#)

Occasionally, there may be children who have individual plans that support behaviour. These children may have identified needs that are not covered by this policy. In these cases, the children's individual plans could take precedent over this Relationships and Behaviour Policy.

Aims

- To provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment.
- To build a community which values kindness and empathy for others.
- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.

To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community.
- Create a culture with high expectations for good behaviour supporting life-long learning through a positive and safe school climate.
- Provide a safe and nurturing environment using responsibility, PACE (Playfulness, Acceptance, Curiosity and Empathy) and Emotion Coaching.
- Promote self-awareness, self-control and acceptance of responsibility for our own actions.
- Maintain a consistent, safe, caring and happy school community.

Managing behaviour relationally

At Ramsgate Holy Trinity CE School, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles.

- We understand behaviour communicates unmet needs and can separate the child from their behaviour.
- We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.
- We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are adults and that children are still growing, learning and developing. Mistakes are part of the learning process; we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it; instead, we support and guide our pupils to make appropriate choices.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude the use of sanctions as consequences, we seek the most

appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

- By supporting the growth of emotional development and self-regulating skills pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.
- Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on personal and professional experiences and training and experiential learning. All staff will be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how and why it impacts their behaviour.
- In recognition of the rupture and repair cycle, all incidents will conclude with a restorative conversation with the member of staff with whom the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained and grow stronger.

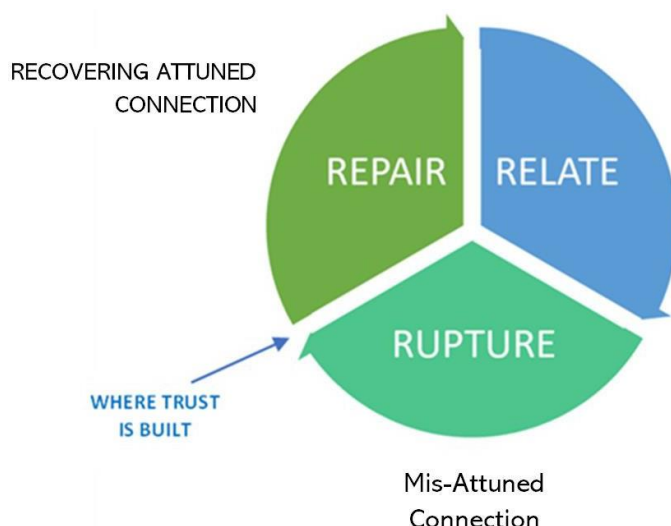
Pupils with Special Educational Needs

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 Relationships and 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.

When considering a consequence for behaviour which does not meet the school's expectations, Ramsgate Holy Trinity CE School will take into account whether the child was able to understand the rule or instruction and consider whether any reasonable adjustments need to be made to the consequence or school response. At all times, the safety of the child, and others will take precedence.

Embodying the Thrive Approach is transformational; it embodies our school vision that guides everything we do. We understand that every interaction has an impact, that our support to remove barriers makes a positive difference. Ramsgate Holy Trinity CE Schools Relationships and Behaviour Policy is based on the knowledge that behaviour is a communication of unmet need.





The Rupture-Repair Cycle serves as an essential opportunity to create safety and model what it means to be human.

It means experiencing emotional misconnections which feel unsettling and even shaming, and then “repairing” the relationship to a deeper level of trust.

RELATE	RUPTURE	REPAIR
<p>The ‘relate’ phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. In the relate phase of the cycle, the adult can monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the child. The adult can connect with the child and focus on their needs being met. The adult is present and can contain the child’s emotional experience for them. The connection between the two is reciprocal.</p>	<p>The ‘rupture’ phase refers to misunderstanding or misattunement in relationships. In other words, when we don’t get it right for the other person and the relationship experiences a setback. Ruptures are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child’s resilience. When a rupture happens, the child no longer feels safe and their nervous system quickly reacts with survival responses of fight, flight or freeze. These are associated with distressed behaviours. If an adult can stay regulated, they can repair the rupture effectively with compassion.</p>	<p>The ‘repair’ involves correcting the misunderstanding of the rupture by sharing understanding of intentions, feelings, thoughts and actions to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved. Awareness of the rupture is key, along with regulation prior to repair. The repair can only happen once the incident has been processed and all parties are calm. The repair takes place by acknowledging the mistake and using VRFs and PACE to reaffirm the attunement. The repair needs to be modelled by an adult. By repairing the relationship, the child’s arousal state can settle, and the attuned relationship can re-establish.</p>

Role and Responsibilities:

Consistency in practice:

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour in the context of neuroscience. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel heard and treated as valued individuals, they respect adults and accept their authority. Thrive is not an intervention, but a way of being.

How all members of staff behave:

- Positively
- Calmly
- Consistently

All staff every day will:

- Promote a positive culture
- Use VRFs (**Emotion Coaching**) **Appendix 4**
- Apply Rupture, Repair cycle
- Use PACE (**see appendix 5**)
- Use our listening rules (**page 9**)
- Praise in Public (PiP) and Remind in Private (RiP).

Senior Leaders will:

- Meet and greet on the gates each morning
- Be visible and positive
- Provide support and coach and model expectations at all times
- Support restorative conversations take place

Teachers every day will:

- Greet every child at the classroom door at the start of the day and at the start of the lesson following play and lunchtime
- Be responsible for the consistent awarding of rewards in their classroom

And over time:

- Ensure every child has the chance to be celebrated through Star of the Week and End of Term Awards.
- Practice VRF's, PACE and Rupture Repair Cycle
- Ask for support if needed

We recognise positive behaviour through:

- Stickers
- Star of the Week
- End of Term Awards
- Headteacher Visit and sticker
- Deputy Head teacher sticker and sticker
- Class Dojo's/House points (which cannot be removed once awarded.)
- House point and Dojo certificates
- Termly House point competition

Support Beyond the Classroom: (To be used for change of face or to support the restorative conversation.)

- Headteacher
- Deputy Head Teacher
- SENDCo
- Thrive Practitioner

All staff every day will:

- Build relationships by using the VRFs, PACE, meet and greet and check ins.
- Model positive behaviours and always highlight the behaviour we want to see in positive terms.
- Plan lessons that engage, excite, challenge and meet the needs of all children.
- Promote intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always remind children about the expectations.
- Use VRF's - Attune, Validate, Contain, Regulate,)
- Use the listening rules

The Ramsgate Holy Trinity Listening Rules

When I am asked for my attention I:

- 1 **STOP** what I am doing
- 2 **EMPTY** my hands
- 3 **LOOK** at the teacher
- 4 **LISTEN** to the instructions
- 5 **THINK** and respond

Senior Leaders will:

- Meet and greet children at the beginning of the day on the gate
- Be a visible presence around the school
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model PACE and VRFs in their own interactions
- Regularly share good practice
- Support staff in managing children with more complex needs
- Regularly review provision for children who fall beyond the range of written policies
- Ensure there is a consistent approach to the management and organisation of learning and teaching
- Ensure that rewards are awarded consistently and fairly
- Ensure that the Relationships and Behaviour Policy is consistently, skillfully followed

Senior leaders will stand alongside colleagues to support, guide, model and show a unified consistency to the children. Senior leaders are first to offer support, they lead by example.

The Governing Body will:

- Be responsible for monitoring this Relationships and Behaviour Policy, its effectiveness and holding the Headteacher to account for its implementation.

The Headteacher will:

- Ensure that the school environment encourages positive behaviour.
- Ensure that staff have the knowledge and skills to build positive relationships and deal effectively with behaviour
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently and fairly to all groups of pupils.
- Ensure that all staff understand the school's behaviour expectations and the importance of maintaining them.
- Provide new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Relationships and 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.

Parents will:

- Model respect towards of all members of the school community
- Support the school's values and expectations
- Inform the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Support their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encourage their child to achieve their full potential, and to abide by the school's rules
- Listen to both their child's, and the school's, perspectives in resolving behaviour concerns
- Work in partnership with the school to support their child to meet the school's behaviour expectations 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
- Support the school's vision and ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

Recognising and celebrating positive behaviour and contribution

The best form of behaviour intervention acknowledges and enhances the positive.



The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who seem the hardest to reach.

We promote a growth mindset when using praise by rewarding the process of learning through awarding Smileys 'in the moment'. We identify and name the key skills and attributes shown, leading to intrinsic motivation, resilience and life-long learning.

Managing behaviour which does not meet the school's expectations

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms. Our standards for behaviour form the foundations on which we build our respectful school community. We believe pupils should always try to adopt behaviour that supports their own learning and that of others. Disruptive behaviour can prevent the learning of others and may be unsafe.

Bullying

Ramsgate Holy Trinity CE 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.

Behaviour outside of school

Our behaviour expectations apply to a child's behaviour offsite when:

- Taking part in any school organised or related activity e.g., a school trip or visit
- Wearing school uniform
- In any other way identified as a child of the school

Zero-tolerance of sexual harassment and sexual violence **(See Appendix 2)**

Behaviour Steps

It is vital that knowledge of the child's social and emotional development is considered. Steps should always be used with care and consideration, taking individual needs into account where necessary. All children must be given time in between steps to make good choices.

Step 1 - Relate

Consistent high-quality teaching. Read the room and use positive praise, recognise and name good behaviour, move around the space, refocus through direct questioning, use polite but firm reminders. reposition, and redirect using PACE, VRFs and small acts of kindness.

Step 2 – Remind

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children. Repeat reminder if necessary but usually no more than two.

Step 3 – Final Reminder

The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].
- I am wondering if you are feeling [...]?



- Remind them of the classroom/listening rules and be specific about what rule they are struggling with
 - When I come back in * minutes, I want to see your wonderful [...]. Thank you for listening.
- Now walk away but remember to return at the given time!**

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour. Praise in Public (PiP) and Remind in Private (RiP).

Step 4 – Consider next steps

If a child reaches this stage, they are beginning to dysregulate. Children will have a ‘time in’ for regulation in a space within the classroom.

- The child will access a calm box containing items to support the child’s regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- Child may need a movement break (a walk with an adult, fitboost etc.)
- Calming activity e.g., drawing or mindfulness activity on the iPad
- Reduce demand e.g., breaking task down into smaller steps
- Visuals to support
- Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions.

For there to be a positive outcome from Time In, the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tools to be successful. This doesn’t come from isolation of shame; it comes from practice and supported learning.

Step 5 – Removing to a calm space

There may be occasions where there is significant dysregulation. In this instance the child should be moved to a safe space to support them to regulate and/or to defuse a situation. Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and if they are not, feels secure to ask for a member of SLT or a Thrive practitioner of staff to step in. Where another member of staff has been called, it should always conclude in repair with the adult where the rupture occurred.

Step 6 – Continuous dysregulated behaviour

If a child is dysregulating regularly, then they will have individualised targets. Where a child continues to struggle with showing improved behaviours in school, further support structures will be implemented. This will be a holistic approach by putting in wellbeing interventions alongside monitoring.

In this instance, it would be usual for parents to be part of this target setting approach.

Restorative Conversations

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place.

Offer a postponement and some support if the child is not ready to speak: *'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?'*

It is important that the repair takes place with the member of staff involved in the incident, to complete the rupture – repair cycle.

To meet their individual needs, strategies that help a child to regulate vary according to the child.

Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions will allow learning to take place:

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets or using a sand tray.)
2. I'm wondering if you felt a bit angry / frightened / scared etc.
3. I can imagine it's difficult to have those big feelings but it's not ok to [...], I think I could help you with that.
4. How do you think [...] is feeling?
5. How can we repair it?
6. I wonder whether there is a way that we could make this right?

The adult lends the child their thinking brain to problem solve and find an appropriate solution.

Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents or events that are not relevant) and plan the conclusion. Use WING (I'm wondering, imagining, noticing, guessing...)

All staff will take responsibility for leading restorative conversations, Senior Leaders can provide support to ensure a positive outcome.

Punishment or logical consequences in the classroom

Logical consequences are directly related to children's behaviours and help them to reflect and find a way to make things better.

The use of logical consequences is a way of responding to situations in the classroom that not only stops a negative behaviour but is also respectful of children and helps them to take responsibility for their actions.

How are logical consequences any different from punishment?

The two approaches are best compared by thinking about a common classroom scenario -

Six-year-old Jacob is zooming around the classroom when suddenly he trips and falls into Michelle's block building. Michelle lets out a scream and the teacher comes over.

Using punishment - The adult, feeling irritated, looks at Jacob and says loudly in front of the other children, "I have told you over and over again not to run in this classroom. Now see what you've done with your carelessness. Go sit in that chair and don't move until it's time for lunch."

What might be going on for Jacob? He might be thinking, "I wasn't even running. The teacher doesn't know what she's talking about. She's always picking on me. Now everybody's looking at me. I hate this school. It was a stupid building anyway."

Using logical consequences. The adult, although also feeling irritated, takes a deep breath and makes herself begin by describing what she sees: "Michelle is very upset right now because Jacob knocked over her building. I need to talk with Jacob first and then we'll figure out how to help Michelle."

The teacher takes Jacob aside and begins by asking him a question. - "What happened?"

"I just tripped and fell into it accidentally. I didn't mean to knock it over."

"Hmmm. So, it was an accident. I did notice that you were running before it happened. Could that have been why you fell?"

"Maybe."

"When children run in the classroom, accidents often happen. That's why our rule says to be safe. What do you think you could do to help Michelle?"

"I don't know."

"Maybe she would like some help putting the building back up."

Jacob nods and the teacher walks back with him to the construction area. Michelle accepts Jacob's offer to help and together they build for the rest of the lesson.

Now, what might be going on for Jacob? He might be learning, "When I knock things down I have to help build them back up. I can fix things when I mess up. My teacher helps me solve problems. I have to remember to walk in the construction area"

Some of the fundamental differences in the two approaches:

The goal of punishment is to enforce compliance with the rules by using external controls or authoritarian discipline. While effective in stopping the 'misbehaviour' of the moment, punishment does little to increase a young person's sense and understanding of responsibility.

- Punishment often leads to feelings of anger, discouragement and resentment, and an increase in evasion and deception.
- The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules.
- Logical consequences help children look more closely at their behaviours and consider the results of their choices.
- Unlike punishment, where the intention is to make a child feel shamed, the intention of logical consequences is to help children develop internal controls and to learn from their mistakes in a supportive atmosphere.
- Logical consequences are respectful of the child's dignity while punishment often calls upon an element of shame.
- Logical consequences respond to the behaviour in ways that preserve the dignity of the child. The message is that a

behaviour is a problem, not that the child is a problem.

- The teacher's tone of voice is critical in distinguishing logical consequences from punishment. There are many ways to say to a child that they've spilled their juice and should clean it up. If the tone is angry or punitive, then it's no longer a logical consequence.
- The same consequence can be respectful in one situation and demeaning in another. Mopping the floor is a respectful consequence for the child who chooses to have a water fight at the drinking fountain, but not for the child who fails to complete his work.
- Logical consequences are related to the child's behaviour; punishment usually is not.
- Leaving the group is related to being disruptive in a group; missing playtime is not. Cleaning drawing from the wall is related to drawing on the wall; being excluded from school is not.
- Logical consequences require that the adult gathers more information before reacting. The adult takes time to assess the situation and determine, sometimes with input from the child, what will help fix the problem.

Here are a few questions adults might ask themselves when trying to assess a situation:

What are the developmental issues?

Is it clear to the child what is expected?

What rule is being broken?

What problem is the behaviour creating?

What will help to solve the problem?

The belief underlying the use of logical consequences is that with reflection and practice children will want to do better, whereas the belief behind punishment is that children will do better only because they fear punishment and will seek to avoid it.

Teachers using logical consequences begin with a belief in the basic goodness of children and the knowledge that every child is a learner, struggling to establish meaningful relationships with us, each other, and the school community.

These teachers expect that all children will from time to time lose their control and make mistakes.

The use of logical consequences helps children fix their mistakes and know what to do next time.

Teachers frequently ask, "Is it ever okay for a child to feel bad about their behaviour?" Of course, it is. When children make a poor behaviour choice, they will probably already feel bad. Our job is not to make them feel worse but to help them choose a better course of action the next time.

As Ruth Sidney Charney says in Teaching Children to Care, "Our goal, when children break rules, is never to make them feel 'bad' or defeated, although they may, in fact, feel bad. Our goal is first to help them recover self-control and self-respect. When I observe a child acting the part of the bully, or sneaking out of a job, or putting down a classmate or teacher, it is not a picture of self-control and self-respect. It is a sign of distress and a signal for help. Something needs to stop. The use of logical consequences urges respect for the rules and the people they are designed to guide."

Suspensions and permanent exclusions

The Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Relationships and 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.

Serious incidents need to be treated on an individual basis and the circumstances investigated. Any Exclusion would follow Government guidance, it could be considered for a first or 'one off' offence including for example:

- o Sexual abuse or assault
- o Serious actual or threatened violence against another pupil or a member of staff
- o Supplying an illegal drug
- o Carrying an offensive weapon
- o Serious deliberate damage to school property
- o Any pupil found to have made a malicious accusation against a member of staff

Ramsgate Holy Trinity CE School has the right to search pupils for prohibited items including any that have been or are likely to be used to commit an offence or cause personal injury or damage to property and any item not compliant with school rules. Where there is reasonable evidence to search pupil's bags, outer clothing or other possessions, two members of staff will be present. **(Appendix 3)**

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.

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, Ramsgate Holy Trinity CE 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) will consider whether the child who made the allegation requires support and will make appropriate referral to other agencies e.g., social care if this is the case.

External Support

In rare occurrences where a child's behaviour has not improved following targeted support, we will engage external agencies to assist us.

Agencies involved could include:

- **CAMHS** (Child and Adolescent Mental Health Services) - An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- **EWO** (Education Welfare Officer) – a service dedicated to supporting pupils' attendance
- Referrals – e.g. paediatrician, educational psychologist.
- **SCIP** (Supporting change in partnership) - A preventative, time limited approach that sets out to improve outcomes for children and their families
- **Early Help Hub** – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

This list is not exhaustive, the needs of the child will dictate which support is required. Parents will be informed, and their views and consent sought should the school refer to one of the above agencies.

Appendix 1: Ramsgate Holy Trinity CE School Thrive Agreement

We are defined in part by the 'Thrive Approach' at Ramsgate Holy Trinity CE School but what does that mean for our children and what can they expect as part of our Thrive Charter?

We all take great pride in the positive relationships we forge and our use of Thrive, we will;

BEING IN RELATIONSHIP

- Ensure that all physiological and psychological needs are met.
- Be consistent, reliable and provide clear boundaries following the school's Relationships and Behaviour Policy.
- Be a role model when talking to other adults.
- Make eye contact with adults and children, using their name and smiling at them.
- Make facial cues explicit and clear.
- Teach explicit calming, breathing and relaxing techniques and model how to regulate emotions.
- Acknowledge and validate experiences and feelings of children.
- Regularly name sensations in our bodies and match these to a range of feelings
- Form positive relationships with our children; notice small details, show interest in their lives and be curious about any changes.
- Provide an inspirational learning environment, catering for a range of needs and abilities and include quiet spaces.
- Celebrate the gifts and talents of all children, celebrate what make us all unique and special.
- Have fun with children and model playfulness.

For a great many reasons there are times when children will need additional support. What does this include?

- Early Bird club
- Support through access to the wellbeing room.
- Thrive 1-1 or small group support with a qualified practitioner
- Unrelenting support to ensure that all children are able to access and/or re-engage with learning and life.
- Transitional objects.
- Additional notice about change and early warning of activities finishing, use of visual timetables and social stories.
- More structured indoor and outdoor activities based on play and friendship.
- The provision of sensory equipment such as stress balls and stretchy toys for anxious moments and additional support to meet the needs of children by using for example:
 - Visual reminders including 'now and next' boards.
 - Sensory breaks
- An acknowledgment that on big occasions, or at times of change, children may become overwhelmed so additional resources and/or support will be needed .

Appendix 2: Zero-tolerance of sexual harassment and sexual violence

Ramsgate Holy Trinity CE 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, no matter how 'small' they 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.

Appendix 3: Search and confiscation

Ramsgate Holy Trinity CE School has the right to search pupils for prohibited items including any that have been or are likely to be used to commit an offence or cause personal injury or damage to property and any item not compliant with school rules. Where there is reasonable evidence to search pupil's bags, outer clothing or other possessions, two members of staff will be present.

Where possession of an item by a child is illegal 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, unless the device is to be given to the police.

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.

Banned items:

This list of items which must not be brought into school is not exhaustive and is intended as a guide only. This is in the interests of the health, safety and welfare of members of the whole school community.

- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- 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)
- Any other item that poses a risk to the safety of the school community

Consequences within our Relationships and 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 purpose of clarity, Ramsgate Holy Trinity CE School staff do not conduct strip searches of children and do not have the power to do so. The DfE Guidance on Searching, screening and confiscation will always be adhered to.

Appendix 4: Vital Relational Functions (VRFs)

The VRF's are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child's emotional, social and neurological development.

The VRFs are:

Attune	Demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.
Validate	Demonstrating that their feelings are real and justified.
Contain	Offering their feelings back to them, named and in small pieces.
Regulate	Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by the adult who is working closely and regularly with the child is a significant contributing factor to the child's developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under-recognised and under-used resource that has a significant positive impact on a child's ability to regulate and build positive relationships.

Appendix 5: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Real examples of PACE in action: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. 'Goodness me I really would rather you came down. Problem is that if you fall, I'll have to fill out a lot of forms and I'm a bit like you - I don't really like writing.'

Acceptance - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel.

I can see that this has made you feel really upset.' Avoiding saying things like, 'Oh it doesn't matter, don't be upset about a silly fall out.'

Curiosity- Enquire and check what the young person's emotional experience is.

'I wonder if you're feeling angry because of what X just said?'

Empathy - Show that you understand that how difficult they are finding things.

'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything
