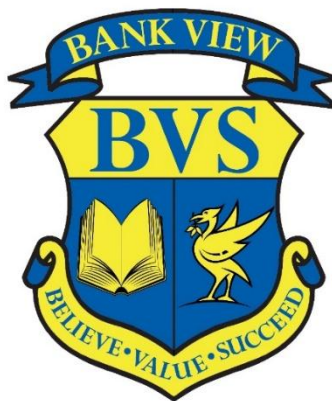


Bank View School



Relationship and Behaviour Policy

Document Status

Approved By:	Full Governing Body
Last Reviewed On:	13 th November 2024
Next Review Due By:	30 th November 2025

1. Rationale

Relational support for personal development at Bank View School is based upon the ethos of generating a positive and calm learning environment. The school supports students in developing awareness of emotional responses and develop self-regulation strategies to cope in challenging situations.

The school recognises that students may display behaviour that challenges during times of crisis. The policy aims to provide all students regardless of gender identity, religion, disability, belief, ethnicity, neurodiversity, and/or sexuality, outstanding pastoral care.

The school recognises that involving all stakeholders in the process of developing positive relationships is vital to its effectiveness. We work closely with parents/carers to ensure a personalised program of support to all our students. This may include a therapeutic offer.

2. Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school relational support for personal development policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The policy and school community code is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way whilst fostering positive relationships.

We treat all students fairly and apply this policy in a consistent way. It acknowledges that students in the school may have additional vulnerabilities and those that may have experienced adverse childhood experiences take longer to develop trust. As a result, the policy may be adapted to support the needs of the individual. This policy aims to help students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

The school acknowledges good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour. Students are supported to reflect and learn from times that they become dis-regulated.

The policy is shaped by the 4 R's ethos of:

Relate
Regulate
Respond
Reflect

3. Community Code

The community code has been negotiated and agreed with the students school council and is reviewed annually.

It is based upon a positive relational support model where praise, encouragement and the creation of a positive learning environment are preferable to consequences.

Our Community Code

In Bank View everyone will

- take responsibility for their own actions
- **believe** in themselves and show a positive attitude
- **value** and support each other
- always try their best and work to **succeed**
- work to be accepting of change

Every day is a new day

4. Definitions

Low level behaviours that challenge:

- Disruption in lesson, in corridors between lessons, and at breaks and lunchtime
- Poor attitude
- Refusal to attempt work
- Incorrect uniform
- Defiance

Serious behaviours that challenge:

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting / Assault
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include: Knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, fireworks, pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

5. The Role of the School Leaders

The principle will ensure the school's culture and values are manifested through the behaviour of all its members. High standards and clear outcomes will reflect the values of the school and they will outline the expectations and actions relating to the of behaviour for everyone. The principle, within this policy will provide details on how staff will support students to meet these expectations.

The principle has the responsibility for giving fixed-term exclusions to individual students for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the principle may permanently exclude a student

The school leadership team will engage with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported so that students achieve their potential.

School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its systems and routines and how best to support all students to participate in creating the culture of the school.

Staff will be provided with adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

6. The Role of Teachers and Staff

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries to support positive relationships. Staff should uphold the whole-school approach to creating positive relationships by teaching and modelling how to build and sustain positive relationships, in doing this students can see examples of good habits and are confident to ask for help when needed.

All staff understand the range and complexity of need of our students. Our practice in managing positive relationships across school is informed by our knowledge and understanding of a range of conditions and needs ie. ASD, ADHD, learning needs, attachment and trauma. Our practice

and the strategies we use supports the emotional regulation of students, promoting positive mental well-being and resilience This then informs strategies to support each student. All staff treat all students in their class with empathy, respect and understanding.

It is the responsibility of all staff to ensure that the school community code is followed in their class, and that their class acts in a responsible manner during the school day.

All staff in our school have high expectations of the students, and they strive to ensure that all students work to the best of their ability and achieve their potential by creating a positive learning environment. Staff follow a trauma informed approach where the use of restorative practice in repairing and restoring relationships it at the core of all interactions. There is a whole school commitment to the support of students when they become dis-regulated.

Staff record incidents of behaviour that is challenging outlined in this policy on the school Cpoms system. It is the responsibility of the staff member to follow up any incidents and apply appropriate actions to support students. Form staff, pastoral HLTA's and key stage leads monitor this data and look for trends that may need to be addressed to support an individual or group of students.

The form teacher and class team oversee individual personal support plans (zones of regulation) to ensure they are up to date and support the needs of the student.

Pastoral HLTA's, mentors, cluster leads and the senior leadership team will support all staff in responding to behaviour that challenges.

7. Management Structure

Management Structure and Responsibilities 2024 -25

Juliette Gelling - Principal

Claire Pattison- Head of School

Fazakerley / Croxteth

Gareth Davey
Senior Assistant Headteacher
Deputising HT/HOS
Curriculum Lead
Behaviour and Attitudes
ASD Lead
Attendance
Careers and Work Experience
Educational Visits Co-ordinator

Jamie Devine
Assistant Headteacher
Head of Year 7
Primary Curriculum Lead
PSD / PSHE primary lead
Behaviour and Attitudes
Interim English Lead

Natalie Concannon
Lead for KS4
Assistant Headteacher
Curriculum responsibilities
Support staff appraisal

Peter Kennedy
Assistant Headteacher
Year 8 and 9
Curriculum responsibilities
MIS Systems

Trisha Penney
Assistant Headteacher
Base Lead Operations
Fazakerley
Base Curriculum Lead
Behaviour and Attitudes
Interim English Lead

Speke

Andy Wrigg
Deputy Head Speke
Deputising HT/HOS
Pupil Premium
Curriculum Lead
Behaviour and Attitudes
Careers/Work Experience
Educational Visits Co-ordinator

Marie Armstrong
Senior Assistant Headteacher
Deputising HT/HOS
Attendance
Behaviour and Attitudes
Curriculum Lead
Base Lead Operations Speke
PSD / PSHE secondary lead

Anthony Leatherbarrow
Assistant Headteacher
Year 8
Curriculum responsibilities
MIS Systems
Educational Visits Co-ordinator

Jen Wood
Assistant Headteacher
Year 7
Curriculum responsibilities
Support staff appraisal

8. The Role of Parents and Carers

The school works collaboratively with parents/carers, so students receive consistent messages about how to support them to interact throughout the school day with positive social engagement rather than defensiveness. The school builds and maintains positive relationships with parents and ensuring that they feel valued and develop their understanding of relational interventions.

We expect parents/carers to support their child's learning, and to cooperate with the school. We build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. The school will work in partnership with parents /carers to produce individual support plans, working with external agencies where required.

School will use restorative practice and constructive reflections when relationships need to be repaired and reflect on those experiences, parents/carers are expected to work with the school and support the actions of the school. If parent / carers have any concerns they should initially contact the form or class teacher. If the concern remains, they should contact the key stage or phase lead. Further concerns will involve the school governors/LA (see complaints policy).

9. The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of expectations and relationships, and of reviewing their effectiveness. The governors support the principle in carrying out these guidelines.

The principle has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the principle about particular disciplinary issues. The principle must take this into account when making decisions about matters of behaviours that challenge.

The senior leadership team will report on behaviour to the Governing Body each term.

10. Positive Relational Support Strategies

The school utilises zones of regulation to aid student well-being and promote self-regulation. All students are supported to recognise behaviours that they may display in each zone and identify strategies that support them. Staff should complete regular check-ins with students and refer to this document to support students.

Some students, will have identified individual personal support plan that will provide further information and strategies. Other students may also have sensory profiles identifying further methods of self-regulation.

Positive classroom environments and behavioural support is facilitated by the development of a pedagogical framework and 12-point behaviour leadership strategies. These strategies have been developed in conjunction with the latest research and considering, the views of, all stakeholders in the school (see separate documents). They include:

- Developing positive relationships
- Treating every lesson as a fresh start
- Focus on the learning that should be taking place, not the behaviour
- Model appropriate behaviour
- Leading with a positive
- Meet and greet students at the door
- Remembering the behaviours that challenge are associated with the child's SEN and not personal to an individual
- Separate the behaviour from the pupil
- Acknowledge emotion and partial agreement
- Reinforce appropriate behaviours
- Refer to the community code
- Use of restorative language.

This is underpinned by the 4's of relate, regulate, respond and reflect when supporting pupil's emotional regulation and follows a trauma and attachment informed approach.

Staff understand that behaviours that challenge are a form of communication. They also know the important of being an emotionally available adult to the pupil.

We praise and reward students for good behaviour in a variety of ways:

- Staff recognise the importance of gratitude and intrinsic rewards. There is a whole school commitment to see themselves, their relationships and the world positively
- Teachers and other staff congratulate students
- Certificate/rewards in whole school assembly
- Phone calls/seesaw messages home
- Form trips celebrating the variety of contributions to positive relationships and progress within the class
- Specific strategies identified by class teams within each department.

11. General Strategies to Manage Behaviours that Challenge

It is important that all staff recognise that there is often an underlying reason for a pupil who displays dis-regulation. Dis-regulation often occurs when a child is in 'crisis'. Staff will always work with students, parents and, where appropriate other professionals, in order to identify the function of the dis-regulation and seek to put

strategies in place to support students. In some situations, the use of constructive reflections may be appropriate to support students to self-regulate and to feel calmed, soothed and safe. This enables them to access the learning environment in a positive way.

Constructive reflections should be used to support the needs of the student and provide a positive impact on future experiences, decisions and interactions. For example, a time of reflection with a pupil should use to identify triggers and understand their own physiological response. This will empower students to better manage self-regulation and their emotional well-being. Staff should use the principles of restorative practice and zones of regulation and trauma informed training.

- Early intervention/distraction/diffusion
- Clear boundaries/use of voice intonation/visual cues/support
- Offer further support
- Move student to a more suitable position in the class
- Sensory breaks supervised by class staff
- Time Out – timed and supervised by staff in the classroom or if necessary, a different classroom. Students may be supported to reflect on their actions during this time
- Individual self-regulation plan/ Sensory Support Plan – for students requiring ongoing planned support
- Constructive reflections using restorative questioning to address relational issues and /or catch up on work
- Phone call home to discuss the home school agreement
- Referral to cluster lead, mentors, key stage HLTA / key stage lead for further support
- Restorative practice meeting
- Development of personalised timetable
- Physical intervention.

Incidents of behaviours that challenge should be recorded on the school Cpoms system

At times children, especially those with trauma / attachment difficulties will struggle to conform to expected standards and further support from SLT and if required external agencies will be required such as.

- Allowed specified time out to calm down in an agreed location; Well-being hub including school councillors, pastoral office, SLT office
- Referred to form tutor and/or Learning Mentor and/or Head of cluster and/or head of key stage for further advice and support
- Non-compliance will mean referral to the appropriate manager to assist in resolving the incident
- Last resort would be referral to the Principal but only if other strategies are exhausted

- Parents will be invited to school to support, through self-regulation contracts etc
- A formal reporting system will be drawn up to monitor self-regulation over a given period
- Further help may be sought from “out of school” support agencies: Community Police Officer, Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Educational Welfare Officer, Social Workers, and Care Home staff.

Due to risk assessment students may forfeit their right to attend extra-curricular school activities and residentials, etc if it is deemed that they are at risk to themselves or other.

12. Physical Intervention

Physical Intervention may be reasonably expected to be used at Bank View School and would include supportive pastoral care or as an intervention in a crisis situation. For example, a comforting arm around the shoulder to a distressed or ill pupil or intervening when a pupil is a risk to themselves or others.

Physical Intervention – The Legal Framework

- Guidance on the Use of Restrictive Physical Intervention for Staff Working with Children and Adults who display Extreme Behaviour in
- Association with Learning Disability and/or Autistic Spectrum Disorder (2002)
- Guidance on the Use of Restrictive Physical Interventions for Students with Severe Behavioural Difficulties (2003)
- Use of Reasonable Force Advice for Principles, Staff and Governors (2015)
- Behaviour and Discipline in Schools Advice for Principles and School Staff (2016).

It is the aim that all staff at Bank View High School are trained in the LeAFE Approach Method of positive intervention accredited by BILD. LeAFE approach training ensures that skills taught in its training programme are in accordance with the human rights act 1998. **This is the only method of physical intervention that is approved by the Principle and the Governing Body. Any person in school who is not trained should seek support from staff that has completed training in LeAFE Approach Methodology.**

We have six staff trained to principal instructor standard: Andrew Wrigg, Marie Armstrong, Gareth Davey, Dan Burns, Jamie Devine and Laura Caples. These staff then train the rest of the school, each member of staff must complete an initial day long course followed by an annual refresher. Staff may only use the techniques once they have reached the required pass standards. Untrained staff can act in a supportive role such

as talking to students/seeking assistance as directed by Approach Method trained staff.

Physical Intervention should use the minimum level of force required per incident and the aim should be to de-escalate the intervention as quickly as is deemed safe. The supportive holding should be withdrawn as soon as possible. Every effort should be made to communicate with students and assist them to calm down and give control back to the pupil. Some examples when physical intervention may be required include:

- Injury to self
- Injury to others (students/staff/members of the public)
- Students placing themselves in a dangerous situation e.g., on a road
- Planned intervention as part of a strategy for students demonstrating behaviours that
- challenge over a given period of time.

Once a physical intervention has been de-escalated both the students and staff involved should be given the necessary time to return to emotional regulation. Where appropriate future strategies for understanding the cues and triggers behind the dis-regulation will be discussed within Senior Management and discussed with the students' parents/carers.

13. Suspensions and Permanent Exclusions (see separate Exclusion Policy)

Only the principle (or the acting principle) has the power to exclude a pupil from school. The principle may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The principle may also exclude a pupil permanently. It is also possible for the principle to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the principle excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the principle makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The principle informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the principle.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the principle must comply with this ruling.

14. Bullying

(see separate Anti-Bullying Policy)

Occasionally instances of bullying do occur, and Bank View has a policy of supporting all involved in incidents of this nature. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of relationship breakdowns. Restorative practice will be used to support students in understanding the emotional impact of bullying. This ensures that any situation is resolved satisfactorily for all concerned. Bank View promotes "prevention" rather than "cure" and issues such as bullying are addressed as part of the school curriculum and via the School Council (see bullying policy).

15. Training

Staff receive regular training in the art of good listening, dialogue, empathy and understanding to support self-regulation as part of their induction process. Trauma and attachment informed practice, restorative practice and zones of regulation form part of regular continuous professional development and all training is logged.

All staff receive annual refreshers in physical interventions techniques.

16. Monitoring and Policy Review

The school analyses and monitors incidents and they will be recorded through cpoms and monitored by the form class team, pastoral HLTA's and key stage leads.

Staff and student surveys will be completed annually to monitor attitudes to relationships and safety.

This policy will be reviewed by the principle and senior leadership team annually.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this in line with the introduction of any new regulations, or in the event that the governing body receives recommendations on how the policy might be improved.

17. References

Behaviour in schools: Advice for principles and school staff, September 2022
Learning Behaviour, Lessons Learned: A Summary Of The Final Report To The DCSF, April 2009 (*this is one of a series of documents available on EDnet – search for Discipline and Behaviour*)

DfE Circular 10/98, relating to section 550A of the Education Act 1996
Section 93 of the Education and Inspections Act 2006
The Use of Force to Control or Restrain Students. (2010) ISBN: 978-1-84775-749-4

Liverpool Authority Attachment and Trauma Responsive Behaviour Policy
www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline
<http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-principles-and-school-staff/power-to-use-reasonable-force>
<http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-principles-and-school-staff/power-to-use-reasonable-force>
[reasonable-force](http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-principles-and-school-staff/power-to-use-reasonable-force)
BILD Code of Practice and Government Guidelines Section 550A.

18. Appendices

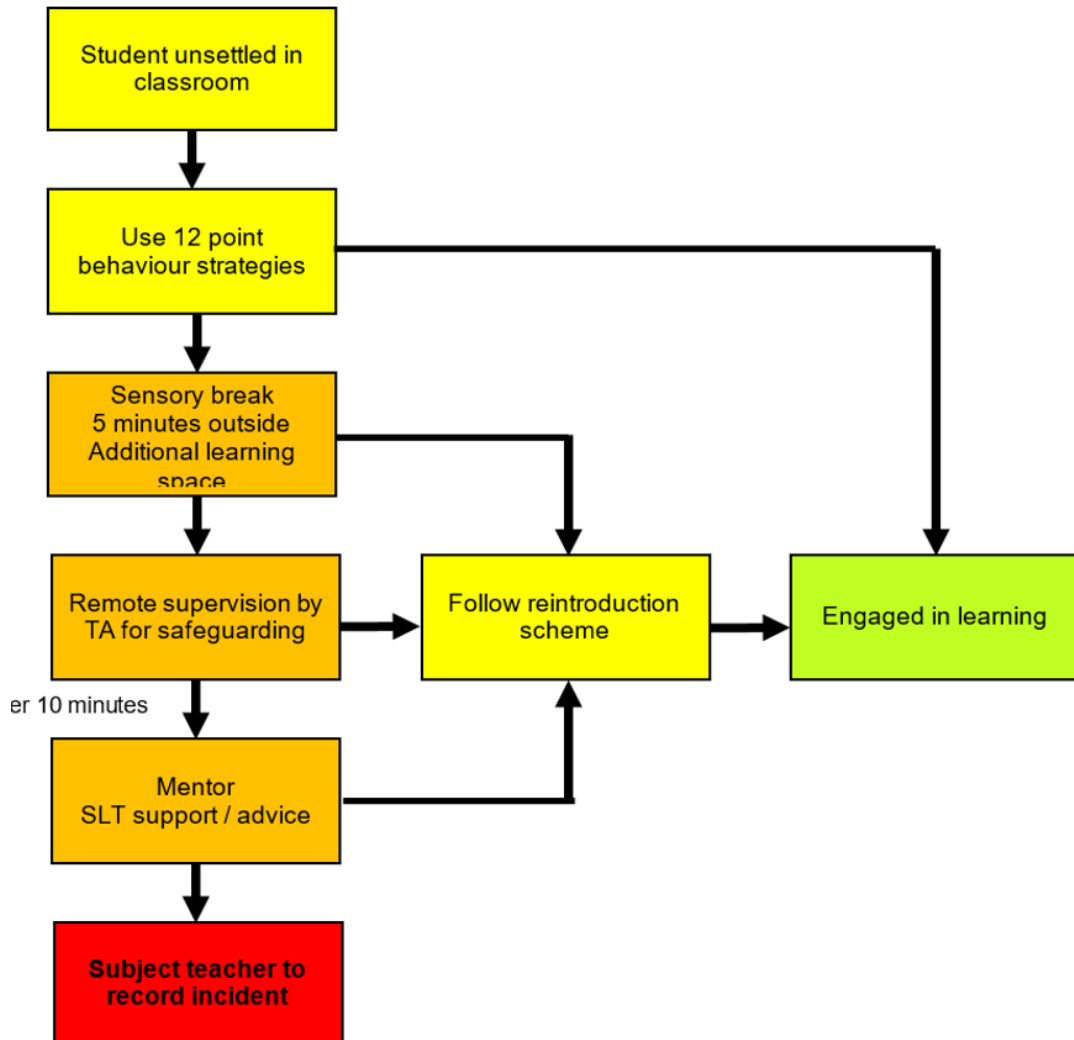
Help Protocol

The HELP protocol refers to a method of communication between staff. It allows support to be given, whilst empowering the member of staff in the classroom dealing with a behavioural incident to remain in control of the situation. It models appropriate behaviour and is driven by supportive and polite communication delivered in a calm and reassuring manner. For example when a member of the Senior Management team has been called for:

SLT	Would you like some help?
Teacher	Yes I would?
SMT	How can I help?
Teacher	Would you look after my class for a moment while I speak to this pupil?

Guidelines for a student who is in danger of leaving the room

The following is guidance for a student who is struggling to remain on task and in danger of / becoming disruptive



NB. In the event of a safeguarding incident SMT should be informed immediately

Guidelines for re-introduction of a student to a lesson

The following guidelines should be followed when returning the student to a class:

- The student must demonstrate that they are ready and able to engage in learning.
- It suitable to do so (i.e. not in the middle of a test).

The class teacher should be asked:

“Would you like some support to reintroduce (student name) to the lesson?”

If yes the support can come in the form of:

- Remain with the student for a short time whilst a member of staff explains what has been missed/context of the lesson
- Support other students whilst the teacher explains the above
- Sit with the student and support them in starting the work
- Asking for work and support the student in starting it outside of the classroom before reintroduction.

Zone of Regulation Overview

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?

Restorative Questions

Bank View restorative thinking questions



What happened?

What did you think when it happened?

How did you feel when it happened?

How do you feel now?

Who has been affected?

How have they been affected?

What needs to happen to move on?

Bank View School promoting positive well-being and resilience for all students

Principles and Rationale behind our Policy

Taken from the Liverpool local authority attachment and trauma responsive behaviour policy

Our role as adults – attachment relationships

Humans do not develop in isolation; they learn about themselves, the World and form an inner working model of themselves through ‘attachment’ relationships with parents, carers and other adults, including teachers.

Where attachment relationships are broken or disrupted by loss, neglect, trauma or abuse, schools and the adults in them can do a lot to support children to rebuild the sense of safety and trust they need to learn.

We model the behaviour we expect. We consistently meet the relational and developmental needs of our children, which means we are flexible, compassionate and intelligent in our approach and always focused on enabling children to build confidence, resilience and the ability to self-regulate.

Regulation is learned through relationships, so in order to self-regulate, many of our students may need support from appropriate adults. We help adults in our school to remain attuned, responsive and able to offer co-regulation to our children by providing opportunities to discuss challenges and solutions and get the support they need.

How we learn

The brain is pattern seeking and survival oriented, connections on the outside build connections on the inside. In other words, children learn through relationships. Humans need safety and positivity to learn and develop and it is relationships that enable this.

We need to feel safe in order to be able to learn. Feeling under threat can make us go into 'survival mode' sometimes described as 'fight, flight, freeze, flop' and this impacts on our ability to self-regulate, focus and learn. Therefore, we do not act in a way that causes people to feel under threat and we recognise the importance of ensuring our students feel physically and psychologically safe and supported to regulate when they feel anxious or afraid.

Trauma

Trauma disrupts learning. Trauma is caused by an event or events that create levels of stress that a child cannot deal with. Such events put a child into a state of fight, flight, freeze or flop.

Children who have experienced trauma can more easily be triggered to go into fight, flight, freeze or flop.

Rebuilding a child's sense of safety through relationships and experiences that show things can be different is vital to repairing the impact of trauma.

Using strategies based on fear, coercion, humiliation, or isolation, whilst they may get children to comply in the short term, are immoral and damaging, therefore we don't use:

- *strategies that single children out in public, shame or humiliate them;*
- *isolation as a punishment – we do recognise that children need time and space to calm*
- *fear*

Behaviour and Consequences

We see mental health, well-being and behaviour as inextricably linked. All behaviour communicates our mental health and well-being. Understanding this does not mean we condone poor behaviour, but it does help us to make sense of it (within a wider context) and manage it more effectively. When children behave in a way that is inappropriate or unacceptable for a school setting, we need to understand why and help them to behave in a more appropriate way.

- *We try to understand why the child may have acted in a particular way (what is the context? What might their behaviour have been trying to communicate? What might the underlying need be?)*
- *If the child is still struggling, we support them to emotionally regulate for example through breathing, by giving them space, and listening.*
- *We explore with them their understanding of what happened (e.g through wondering aloud and making tentative guesses... 'When you did xxx, I wonder if you were feeling yyyy?')*
- *Once we feel that we have a greater understanding of what has happened, and we have shown some empathy and acceptance, and the child is regulated and feeling okay, we can then try to explore with them the wider context of their behaviour and the outcome by:*
 - *Helping them understand why what they have done is wrong*
 - *Showing them what we do want them to do and how to do it – where possible, this can be done in a problem-solving way, thinking with them about how to repair a relationship or put something right again, or what they could do differently in the future.*
 - *Supporting them to put things right through a restorative conversation or action*
 - *Helping them understand and deal with the feelings that gave rise to the behaviour.*

Systems that increase anxiety, or use fear or humiliation are particularly damaging for children who have experienced trauma. They may cause compliance; children may comply in order to survive, but this is not our aim, is risky and sets too low an expectation for us, so we do not use them.

Consequences for poor behaviour are linked to putting it right and are natural and logical e.g. If you drop litter, you pick it up; if you hurt someone, you listen to them and apologise, if you did not complete the work, you'll need to find a time to finish it. If the incident is serious or everyone is angry or upset, they may need time to calm down and reflect. Once the incident has been dealt with, there should be a fresh start.

We don't use rigid systems of accumulating sanctions. If a child is accumulating sanctions, it is unlikely that doing more of the same will work. More detentions, exclusions etc tend to set up a negative and downward spiral. Instead we work as a team around the child and get additional advice and support so we can come up with a way to help the child to manage the issues, feelings, and behaviours they are struggling with.

Relationships and Rewards

Because of our understanding of attachment and trauma, we work through relationships. Within this we recognise the value of rewards and consequences. The biggest reward for a child is the affirmation of an adult with whom they have a positive relationship. The biggest consequence is that an adult with whom you have a relationship does not approve of your actions.

Rewards and consequences without relationships tend to become bribes or threats and these have negative consequences, making children vulnerable to manipulation or coercion.

Stickers, celebration walls etc can be useful symbols of our affirmation but they cannot replace it. For some children getting symbols and tokens can become an end in itself and create dependency and anxiety and this does not help them internalise their own sense of worth. For some children, public praise can be overwhelming because their life experience has told them they are not worthy of it. So we don't use rigid systems but instead actively notice and explain children's achievements in the moment, so they know what they've done right and can do more of it.

Summary

- *We have very high standards for behaviour and a relational and restorative approach to enabling children to achieve them.*
- *We are consistent in meeting the relational and developmental needs of our children*
- *We model the behaviour we expect to see – we don't shout, we are kind, compassionate and intelligent in our responses to behaviour.*
- *We notice what we want more of, rather than listing what someone has got wrong.*
- *We don't use fear, coercion, bribery, threats or humiliation*
- *Children's behaviour may be inappropriate or unacceptable but in themselves they are not, so we do not condemn children*