



**Madron  
Daniel**  
Cof E SCHOOL

**Our School Vision**

**‘Rise up, take courage and do it!’**

**Ezra 10:4**

**Our School Values**

**Hope, courage and perseverance**

**Relationships Policy**

**June 2024**

At Madron Daniel we aim to ensure that every child has the opportunity to fulfil our Christian Vision: to, 'Rise up, take courage and do it.' Ezra 10:4. Our Christian values underpin our vision and are lived out in all aspects of school life.

### The importance of relationships in school

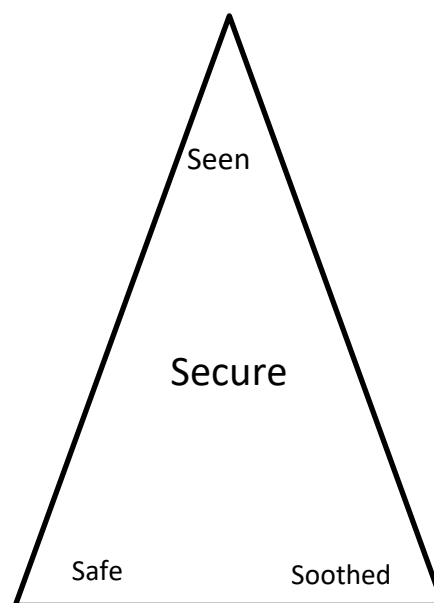
The school ethos is based upon a positive, consistent and structured approach to develop a community that supports everyone. At Madron Daniel we believe that the relationships between the adults and children is vital. The adults in school are role models for the children and each other.

At Madron Daniel we will consider all behaviour as a form of communication whilst ensuring that pupils are taught their positive and negative actions impacts on themselves, each other and the community. It is important that children are prepared for society and that they understand the difference between right and wrong and that sanctions exist in society.

Even though sanctions exist in society it is also extremely important to constantly remember that children are learning about the school expectations and their understanding is developing as they are maturing. Sanctions are primarily to be used to help prevent unwanted behaviours from occurring again.

At Madron Daniel School we strive to ensure that children feel **secure** by helping them develop an internalised sense of well-being by the child being:

- Seen- we perceive them deeply with empathy
- Safe – we avoid actions or responses that frighten them
- Soothed – we help them deal with difficult emotions and situations



At Madron Daniel School we believe the individual is supported by the community and society and a child's resilience is not just about their "character" or "grit". Resilience is built with relationships and resources. The Madron Daniel Relationship Policy is developed to provide the pupils with an experience that supports all their needs, whatever they may be.

At Madron Daniel School we believe in equity over equality. Equity recognises that each person has different circumstances and therefore need. We aim to allocate the exact resources and opportunities needed to reach an equal outcome.

Whereas equality means each individual or group of people is given the same resources or opportunities which may seem fair but it may not meet the needs of all the pupils. Consequently pupils, parents or staff may feel that it is unfair that a pupil may be treated differently. On these occasions we have to help the individuals in the school and wider community to understand that we support each other to reach an equal outcome.

To support pupils, families and staff we recognise that we need to provide opportunities for pupils to exhibit how they support each other during the school day and celebrate the successes of an individual as the successes of the community. For example using positive word jars.

## Trauma Informed Approach

### Attunement-Validation-Containment-

- Soothing: Remember to demonstrate these essential tools as part of your general way of being with the child.
- Attune: Be alert to how they are feeling: demonstrate attuning to their emotional state showing you can catch how they feel through facial expression, body language, gesture, noises: ah, oo, oh, mm, eek etc. Demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or spatial experience of the child's emotional state.
- Validate: Be alert to the child's experience: validate their perspective/experience/feeling. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings. Avoid reassuring, persuading otherwise, contradicting.
- Containment: Be alert to how they are feeling: demonstrate containment. Show that you catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Make their deep distress, raging anger or painful sorrow a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This will make bearable the strongest emotional state. This shared experience builds trust for the child: in you, in adults and in the world.
- Be alert to how they are feeling: demonstrate emotional regulation by soothing and calming their distress. Catch the emotion, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves. You will be communicating the capacity to regulate emotional states by modelling how to do it. Recognising the positives In our school we always acknowledge positive effort and successful application to any learning by effort, attitude, behaviour or outcome.

## Regulate, Reason and Repair

If children become distressed we aim to use the three Rs in order to deal with a child's inappropriate behaviour.

- Regulate: While a child is dysregulated they will be unable to control their behaviour. An adult will need to be alongside them as co-regulator at this time in order to model how calm down and take them out of flight/fight mode.
- Reason: The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.
- Repair: Once the child is feeling regulated and knows that we want to help, we can work together to solve the issue in a calm way. This may be a personal or written apology or an agreed helpful act .

## Celebrating Good Relationships and Achievements

- Above and Beyond Boards and house points are used in every classroom. These help all children focus on and celebrate the individual and class effort in the desired behaviours and attitudes we need to see to enable and facilitate effective and enjoyable learning experiences for all.
- Our teachers make the time to send positive messages through notes, stickers, emails and text messages to parents know when their child has been noticed for effort toward demonstrating our school values alongside the desired and expected behaviours
- Certificates in our weekly Celebration
- Visits to another teacher or a member of SLT to show good work or attitude to learning
- Whole class rewards e.g. marble in a jar for working on a class as a team 'drive'

- House points are given to a pupil who has They are the river houses of **St. Petroc**, **St. Michael**, **St. Piran**, **St. Maddern**. All children and staff are divided into one of these four houses. House points are accumulated across each half term with the winning house choosing a celebration award. Celebration awards ideas are discussed with pupils to allow us to know what rewards they think are fun and appropriate.

## Madron Daniel Aim for Above and Beyond Behaviour Grid

Behaviour Level	Behaviour	School Actions Rewards and sanctions
<b>Above and Beyond</b>	Exceptional behaviour which can be multiple examples excellent behaviours or one example of an exceptional behaviour	Name added to the Above and Beyond Board.
<b>Expected</b>	Responsible for their actions independent learning Self-belief shown in values and actions Attempt to show good presentation of work and the environment Organised work space Using resources to support their learning Positive social and academic contributions Pride in work and responsibilities Reflects on actions and work and strives for improvement Respects values and cultures High attendance and punctuality Has their own thoughts and ideas Willingness to listen to other ideas Use self and co-regulating strategies Smiling at peers and staff Demonstrate creative solutions and ideas Attempt work and learn from mistakes Praise other students Show growth mindset Show an understanding of their achievements and how they are building up to achieve a goal Showing curiosity through engagement and insightful questions Including all in social times and lesson times Showing togetherness Showing support Holding doors open, showing good manners Community minded through day to day actions and specific tasks Respectful realtionships Looking after what we use in class and the school Demonstrating that they value the community when on trips outside of the school Showing an understanding that what they learn in school can be used to serve the community now and in the future Taking turns and giving others a turn Leading their and others learning Valuable contributions in pupil voice Accepting change Asking for help	House points

	Showing empathy	
<b>Warning level</b>		
Level 1	<p>Any low level disruptions such as, talking in class, not listening.            Constant fiddling with belongings.            Calling out.            Disturbing others</p>	<p>Teachers use relationship support strategies that include verbal and non verbal praise and reminders</p> <p>Pupil given a level 1 warning and made aware by..... verbal instruction</p> <p>Explain to the pupil that they are given “time together” which means the pupil and adult to work with each other for 10mins</p>
Level 2	<p>Persistent level one behaviour            Deliberate pushing in the corridor            Throwing things across the classroom            Deliberately hurting someone’s feelings            Being uncooperative/ignoring staff.            Mild swearing not aimed at someone            Lying or answering back            Being unkind or rude            Using inappropriate language            Fighting</p>	<p>Pupil sent to another class for 5-10mins</p> <p>If pupil improves their behaviour then restart (you don’t have to add onto MyConcern unless the teacher feels it is necessary)</p> <p>If behaviour does not improve then send to another class for 5-10mins and then a reflection sheet completed with member of class staff</p> <p>Pupil’s name and incident details added onto MyConcern by the primary adult. (normally the class teacher)            Parents informed by class teacher</p>
Level 3	<p>Racism            Homophobia            Fighting with the intent to hurt</p>	<p>SLT informed of the incident.</p>

	Bullying (proven) Deliberately damaging property Swearing directed at another Persistent or serious lying Persistent or premeditated stealing Serious disobedience Spitting at someone Biting where a mark has been left( not EYFS) Persistent level 2 behaviour	Incident investigated to ensure the facts and feelings of all parties.  Pupils who have subsequently received a justified level three warning will receive an internal suspension. Parents informed by SLT/ Inclusion Lead Behaviour report card will be given to the pupil Letter sent home Pupil Passport to be completed with pupil and inclusion lead
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### **School Systems for Behaviour Management**

#### **In implementing this policy the school will:**

- Establish systems which are consistent throughout the school and which are clearly communicated to children, parents and staff
- Encourage children to respect the needs and well-being of others
- Promote by example acceptable standards of behaviour
- Encourage positive relationships throughout the school community
- Consider the special needs of individual children
- Encourage children to incorporate respect for everyone and everything into their daily lives.

#### **Roles and responsibilities:**

##### **The Headteacher will:**

- Promote a consistent approach throughout the school
- Support members of staff in their implementation of the school's policies
- Oversee the implementation of the policy throughout the school
- Provide behaviour management training at least every two years
- Ensure that the policy is reviewed and revisited annually

##### **The Governors will:**

- Ensure that the policy is updated regularly by the Headteacher and reflects the ethos of the school.

## **Suspensions and Exclusions**

The school will avoid suspension or exclusions whenever and wherever possible. However, in extreme cases, where behaviour has become violent and aggressive towards staff and other children, and is endangering the safety of staff and children, and preventing other children from their right to education, then suspension ,or in extreme cases exclusion, may be used.

A return to school meeting will take place before the child returns back into their normal classroom provision. A parent or carer for the child must be present at this meeting.

A permanent exclusion would only be issued if violent or aggressive behaviour is prolonged and every other possible intervention and strategy (including external services) has been exhausted and has failed.

## **Internal Suspension**

Internal suspension is when a pupil is suspended from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different class / intervention room. An internal suspension is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion or a suspension at home would not support the child's behaviour. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary, examples; behaviour chart to address specific behaviours causing a problem; support from the pastoral team and SENCO etc.

## **Positive Safe Handling**

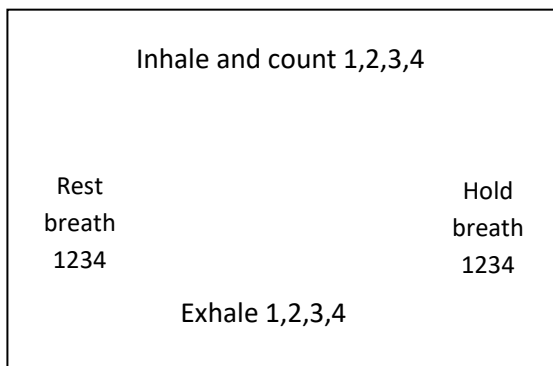
Rarely, but in some circumstances, for their safety and for safety of their peers/adults, positive safe handling may be needed. As a school de-escalation is our first approach and response.

A number of staff are trained to use positive safe handling techniques. These techniques are only used as a last resort after all other de-escalation strategies have been considered. Parents will be fully informed if such techniques need to be implemented and safe handling techniques will be written into a structured risk assessment. If a safe handling situation occurs, it is discussed with the Head Teacher with all staff involved.

## Strategies to Encourage and Support Relationships in School:

If a pupil is becoming upset, angry or confused. We have a range of strategies that we can use as a whole class, group or individual to support the pupil/s so that they feel secure by:

- 1) Square breathing



- 2) Trying Yoga, gargling, laughing, singing, chanting or humming
- 3) Teach children about the brain and “I’m going to flip my lid” using Dan Siegal  
<https://www.youtube.com/watch?v=gm9CIJ74Oxw>
- 4) Give all the children a regular sensory diet and have specific sensory activities for children who need it
- 5) Use a quiet space for children
- 6) Proprioceptive(internal) needs to be met through leaning against a wall really hard or using weighted items
- 7) Use musical instruments such as samba drumming
- 8) Listen to music quietly
- 9) Use mindful colouring activities
- 10) Going for a walk or run
- 11) Yoga and mindfulness
- 12) Using nature spaces to support the mood of the individual
- 13) Stretching and tapping
- 14) Changing the temperature of the body
- 15) Sharing food together
- 16) Breathing together
- 17) Using a calm down box
- 18) Using the PACE method: a) Playfulness, b) Acceptance, c) Curiosity, D) Empathy
- 19) moving to the safe space
- 20) having 10mins time together
- 21) following the guidance on their pupil passport



Appendix 1



**Madron  
Daniel**  
Cof E SCHOOL

Pupil Passport

Name:	Class:	Date:	Review date:
<b>ALL ABOUT ME</b>			
<u>Important things you need to know about me:</u>			
<u>My history</u>			
<u>Positive things about me and things that I like:</u>			
<u>What will support me in my environment and how I communicate:</u>			
<b>HOW YOU CAN HELP ME</b>			
Positive behaviours that all staff can encourage me to demonstrate:			
Strategies that staff must use to help me demonstrate these positive behaviours, including rewards used:			
Sensory processing strategies that are used to promote positive behaviour and engagement:			
Arrangements for communicating information relating to behaviour with parents:			
<b>SAFE MANAGEMENT PLAN</b>			
<u>Risk Assessment</u>			
When my behaviour hits crisis stage, this is what it will look and sound like:			

Triggers/Difficulties that have been known to lead to challenging behaviour:	Warning signs- behaviours that tell us the child is escalating to crisis stage:
Non-physical strategies to support de-escalation:	
Behaviours demonstrated	Action/Strategy
Ways of helping:	
Description of how the pupil should be supported post-crisis:	

This has been communicated and shared on MyConcern on the..... by .....

Appendix 2



Dear Parent / Carer,

Recently, your child \_\_\_\_\_ has not been making the right choices in school.

It is important that your child understands the need to follow our expectations. I would appreciate it if you could discuss their behaviour with them.

If you wish to discuss this in person, please do not hesitate to contact school and ask to speak to a the class teacher or myself.

Yours sincerely,

A handwritten signature in dark ink that reads "H. Kershaw".

Mrs Helen Kershaw

Headteacher

Please detach and return to school.

.....

Name ..... Class.....

I have spoken to my child about their behaviour

Parent/Carer.....

Date.....

Appendix 3



Dear Parent / Carer,

Recently, your child \_\_\_\_\_ has not been making the right choices in school.

It is important that your child understands the need to follow our expectations. It is extremely important that you discuss strategies that can be used to regulate their behaviour and how important that they RAISE their behaviour to meet the school expectations?

If you wish to discuss this further please contact the school and ask to speak to the key stage leader.

Yours sincerely,

*H. Kershaw*

Mrs Helen Kershaw

Headteacher

.....  
...

Name ..... Class.....

I have spoken to my child about their behaviour

Parent/Carer..... Date.....



Reflection Sheet

Name.....

Class.....

Date.....

Teacher comments:

What happened?



- -----x

talking

not on

disrespectful

distracting

dangerous

bullying

other

I was not following Instructions, tasks etc

How are you feeling?



Silly

angry

frustrated

sad

What were you thinking?

Who else has been effected?

How might they be feeling?



Silly

angry

frustrated

sad

How has this impacted on you?

What could you have done differently?

How can we repair the damage?

Signature .....

Teacher's signature .....

Name: \_\_\_\_\_

Date \_\_\_\_\_

## Behaviour Chart

	Session 1	Playtime	Session 2	Lunchtime Play	Lunchtime Eating	Session 3	Parent's Comments	Pupil Comments about the day
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

House Points

ABOVE AND BEYOND



<u>Specific behaviour target/s</u>	Comments about specific behaviour target
These can be decided between home and school (if needed)	
Rewards	Sanctions

### EXPECTED BEHAVIOUR

Responsible for their actions  
independent learning  
Self-belief shown in values and actions  
Attempt to show good presentation of work and the environment  
Organised work space  
Using resources to support their learning  
Positive social and academic contributions  
Pride in work and responsibilities  
Reflects on actions and work and strives for improvement  
Respects values and cultures  
High attendance and punctuality  
Has their own thoughts and ideas  
Willingness to listen to other ideas  
Use self and co-regulating strategies

Smiling at peers and staff  
Demonstrate creative solutions and ideas  
Attempt work and learn from mistakes  
Praise other students  
Show growth mindset  
Show an understanding of their achievements and how they are building up to achieve a goal  
Showing curiosity through engagement and insightful questions  
Including all in social times and lesson times  
Showing togetherness  
Showing support  
Holding doors open, showing good manners

Community minded through day to day actions and specific tasks  
Respectful relationships  
Looking after what we use in class and the school  
Demonstrating that they value the community when on trips outside of the school  
Showing an understanding that what they learn in school can be used to serve the community now and in the future  
Taking turns and giving others a turn  
Leading their and others learning  
Valuable contributions in pupil voice  
Accepting change  
Asking for help  
Showing empathy