Positive Relationships & Early Help Policy 2024 - 2025

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1) Behaviour Principles Written Statement

(Prelude to Positive Behaviour & Early Help Policy)

This is a statement to set out Meadowbank Primary School's broad principles and values with regard to behaviour that is both expected and promoted within the school. It is intended to help all school staff to be aware of, and understand, the extent of their powers in respect of discipline and sanctions and how to use them.

Actual, practical applications of these principles are the responsibility of the Headteacher who will view each case in light of these principles and any relevant policies. The governing board is aware and approves of this statement, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour. This is why, at Meadowbank Primary School, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

Principles

The Academy Governing Board at Meadowbank Primary School strongly believe that secure relationships and high standards of behaviour lie at the heart of a successful school that enables:

(a) all pupils to make the best possible progress in all aspects of their school life and work and
(b) all staff to be able to teach and promote good learning without undue interruption or harassment.

All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel respected and safe at all times and in all parts of the school. Meadowbank Primary is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010).

- *The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of negative behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.*
- *All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.*
- *The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.*
- *All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.*
- *All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.*
- *School's Expectations are to be consistently applied across the school and where sanctions are exercised, they should be proportionate to the misdemeanour.*
- *Good behaviour around school is to be acknowledged and rewarded at the discretion of staff, who will judge appropriately.*
- *At Meadowbank Primary School, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.*
- *In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures – exclusions are used only as a last resort where other measures fail. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.*
- *The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and are avoided.*
- *Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/guardians towards school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.*
- *Guidance on the use of reasonable force will be agreed upon by the Headteacher and Governing Board, and clearly set out within the school's Care & Control Policy.*
- *Parents/carers are encouraged and helped to support their children's education, just as the pupils are helped to understand their responsibilities during their time at school, in the wider school and local community, in preparation for life after school.*
- *The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; being offered for sale amongst peers, cyberbullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.*
- *Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.*

General expectations

- *All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.*
- *Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom.*
- *There is an understanding that school is wider than the fence permimeters and the expectations within this policy are to be maintainted whilst wearing school uniform outside or school and in online forums where the safety of our children continutes to need protection and school's reputation it to be upheld.*
- *Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.*
- *Each pupil receives the necessary behavioural support according to their specific needs.*
- *Bullying (and cyber bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.*
- *Pupils should help staff by showing positive behaviour in the classroom, not distracting themselves or others from important learning.*
- *Staff will lead by example and model their conduct in line with the school's standards.*
- *To keep the pupils and staff safe, the Headteacher will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.*
- *Everyone in the Meadowbank Primary School community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.*
- *The governing board agree that violence or threatening behaviour will not be tolerated in any circumstance and recognise that school staff have the power to use reasonable force or make other physical contact in situations in which a child is putting themselves or others at risk or are damaging school property. This may include removing disruptive pupils from classrooms, or preventing them from leaving. Governors expect staff to be trained in the use of reasonable force and restraint.*

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, engaged in school social groups, including online or educational visits (residential and non-residential) and when being educated as a learner at Meadowbank Primary School.

The governing board reviews this statement annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

Date	Document version	Document Revision History	Document Author / Reviewer
12.10.20	2.0	Significant change – supported by Dr Geoffrey James (SFC coach)	Whole school, Govs & children
15.3.2015	1.0	Policy review	J Appleton
16.11.2016	1.1	Detailed review in staff meeting, circulated to Senior Team, wider staff and Board of Governors	J Appleton
27.10.17	1.2	Policy review and consultation with staff- no change	J Appleton
17.10.18	1.3	Policy review and consultation with staff- no significant changes, just wording/format updated. Beh written statement combined	J Appleton
03.02.2020	2.0	Review with significant changes – completed with staff, governor, children and Dr Geoff James input	Whole school, Govs & children
01.02.2022	2.1	Policy review and consultation with staff- no change- parent website leaflet and Behaviour Principles Written Statement added	J Appleton with staff consultation
23.11.22	2.2	Policy review and consultation with staff- no significant change	J Appleton with staff consultation
15.09.23 – 1.12.23	3.0	Significant review following DFE changes & online issues in June 23	J Appleton with staff consultation
Feb 2024	3.1	Review to mathc mobile phone policy to graduated response	J Appleton
September 2024	3.2	Review of parent leaflet wih Parent & updated SUMO sheets at minor change to graduated response grid	LPPA Parent Group 28.3.24 and September 24 review SLT & Phases

2.

Expectations for Behaviour and Relationships in the Education Learning Trust

Collaborate:

- Every single pupil has a teacher who knows them well, securing positive relationships and connections between our schools and families.
- All stakeholders are invested in the ambitious expectations we have of our pupils because they feel consulted.
- Successful strategies are shared to enrich our pupils' learning experiences and impact on outcomes.

Empower:

- Pupils are ready to learn and have everything they need equipping them to achieve academically, be confident and feel equal amongst peers.
- Accountability is high and enables our pupils to understand consequences, taking ownership of their behaviour in the school and community.
- Expectations are continually articulated with consistent language and application of policy everywhere in school.

Achieve:

- The quality of education, relationships and exceptional curriculum expectations are viewed as interrelated.
- Staff are curious and engage with research to seek out how change can occur in the classroom ensuring our pupils benefit from improved provision to meet their needs.
- Restorative and reflective approaches develop self-control and compassion.

Expectations for Behaviour and Relationships in the Education Learning Trust

In order to do this	Staff will	Parents will	Pupils will
Collaborate			
Every single pupil has a teacher who knows them well, securing positive relationships and connections between our schools and families.	• *Invest in relationships with children and families being interested in their interests* • *Communicate with all effectively and regularly*	• *Attend school events when possible* • *Be interested and celebrate successes* • *Talk positively about school with children* *Talk with teachers about concerns*	• *Get to know the adults around them and always be polite* *Share good learning news with families at home*
All stakeholders are invested in the ambitious expectations we have of our pupils because they feel consulted.	• *Encourage children's agency across school and their curriculum* • *Enable parent participation in their child's learning experiences*	*Engage with communications that are shared with home – letters, Class Dojos*	• *Share our excellent ideas about our interests and what we want to learn*
Successful strategies are shared to enrich our pupils' learning experiences and impact on outcomes.	• *Ensure that learning is aspirational, relevant and impactful* • *Collaborate and coach effectively to learn from best practice* *Being learning alive by high quality experiences*	*Share learning and experiences at home-e.g. uploading photographs on Class Dojo*	• *Share with our teachers ways that we like to learn and learn best* • *Show our best learning behaviours when we learn outside of school or visitors come in* • *Bring home learning in to celebrate*
Empower			
Pupils are ready to learn and have everything they need equipping them to achieve academically, be confident and feel equal amongst peers.	• *Ensure expectations of learning behaviours are understood* • *Sequence learning that is well planned & resourced* • *Create personalised provision where needed* *Communicate with parents around home engagement needs*	• *Ensure that their child is in full school uniform and brings a PE kit to school* • *Read and completes home learning activities regularly*	• *Always be in the right uniform and have our PE kit in school* • *Read at home every night* • *Complete any home learning given* *Tell school adults if we are worried about our learning*
Accountability is high and enables our pupils to understand consequences, taking ownership of their behaviour in the school and community.	• *Model school expectations ensuring that they are understood and consistently applied* *Celebrate successes via a praise culture*	*Liaise with school regarding their child's progress or worries in a timely manner*	*We will always do our best to be Successful, Hopful, Resourceful and kind*
Expectations are continually articulated with consistent language and application of policy everywhere in school.	• *Vision, Mission and learning behaviours expectations consistently articulated* *Create a calm, secure learning environment*	*Work with school to have a shared approach to support children including consistency in vocabulary around learning behaviours*	• *We will support each other to Flourish and Inspire*
Achieve			
The quality of education, relationships and exceptional curriculum expectations are viewed as interrelated.	• *Praise culture is a golden thread that runs through curriculum and practice* • *Engage with high quality professional development*	*Ensure that children are aware of expectations in the wider world and how school is preparing them for this*	*Always be encouraging of each other and high high expectations of what each child can achieve*
Staff are curious and engage with research to seek out how change can occur in the classroom ensuring our pupils benefit from improved provision to meet their needs.	*Model being Lifelong Learners via school's evidence based research around teaching and learning e.g. NPQs*	• *Liaise with school around learning strategies that are successful at home*	*Engage with schools mission of being Lifelong Learners, Leaders of Change so that we can create a Lasting Legacy*
Restorative and reflective approaches develop self-control and compassion.	• *Utilise a range of embedded supports for children – L.E.A.F, S.F.C. etc.* *Ensuring that there is a listening culture*	• *Approach school in a restorative and reflective way around concerns to resolve* *Model the behaviours that we are developing in children.*	*We will understand that we are all trying our best and offer support*

3. Positive Relationships & Early Help Approach at Meadowbank Primary School

Our job is to prepare children as navigators and explorers, to be able to spot the best path, to avoid dangers, to rely on companions to help them up when they fall and to return the favour, and most important of all, to welcome change and challenge for what it is, the ever-changing part of the landscape'
(Geoffrey James – September 2019)

Introduction

At Meadowbank Primary School we are committed to achieving the best for all of our Meadowbank Family. Our success is evidenced in the fulfilment of our Mission **'Life Long Learners, Leaders of Change, Lasting Legacy'** and our vision that all will **'Flourish and Inspire.'**

Our inclusive and child led pedagogy ensures that all children grow as independent and confident individuals who will be successful lifelong learners and we understand that positive relationships throughout school are a key driver to achieve this. To support each child to flourish and be an inspiration to others we have made the shift from universal discipline to individualised care. We are a solution-focused community adopting a solution-support approach to changing behaviour.

'A teacher has the most important job and can change the direction of a child's life by simply being a trusted, caring adult willing to listen, show empathy and compassion' (Geoffrey James - October 19)

Our School Values are: -

Community
Respect
Aspiration
Achievement
Collaboration

Our Indicators of Success are for everyone to be: -

Safe and happy
Curious and Confident
Supported and Challenged
Included and Valued
Active and Healthy



Respect for all at Meadowbank

We are a family and within this every person is equally important.
We understand that we should never insult or cause offence to any other person for any reason.
Particularly:-

- Because of the colour of their skin
- Because of nationality or accent
- Because of religion
- Because of their appearance, look, shape or size
- Because of disability
- Because of their gender identity
- Because of who they care for or love
- Because of their family structure
- Because of their abilities
- Because of their likes or dislikes
- Because they are richer or poorer, older or younger

Through our ethos and curriculum we celebrate our differences recognising that we are all individuals with differences, but we are all members of our Meadowbank family and can learn from each other.

4. ***'Our education system has to prepare children for a world we cannot imagine'***
Dylan Wiliam 2013

As Lifelong Learners…
"You never stop learning. New knowledge and skills excite us and makes us want to find out more about all the things we don't even know." Children's Leadership Team 2019

Positive Relationships Intention

The great majority of children in any school only ever make minor behavioural errors that are corrected by normal teaching and learning routines, reminders, extra practice and overlearning. Given gentle steering, which might include experiencing the minor consequences of less-than-best actions, they respond quickly and constructively.

A small minority of children may require a different experience to meet their needs; they have necessity to be taught how to make the best choices more overtly than other children do. We know that sanctions interrupts unwanted behaviour but does not show the child what they should do instead – where teaching and guidance will do this, being over punitive will not create the desired change. At Meadowbank we recognise that the child making social / behavioural errors need these skills to be taught and modelled. In a similar way to teaching a mathematical concept to a child that is finding it harder to grasp than his peers and additional learning time is provided, the same principal will be applied to a child who is finding school life or self-regulation difficult. These children have different needs and focusing upon these needs with timely help and support may be all that is needed to make the difference.

Early Help Intervention

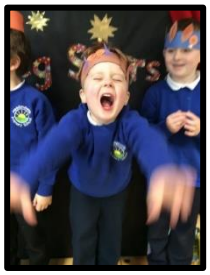
Through screening, we can identify those children who have needs, which make it hard for them to concentrate, engage and make changes through their own agency. Challenges will often be a result of higher levels of stress, anxiety and experience of trauma. We know that early-unresolved stress can lead to later mental health issues and improved outcomes can be produced by early help. When children do not respond to our usual expectations and reminders we provide Early Help through Solutions Focused Coaching for children who are experiencing the kind of events that cause Recoverable Stress (illness, relationship issues, SEN, etc) or Toxic Stress (ACEs). SF Coaching is provided by trained and supervised members of Meadowbank School staff. Our approach has been created with the support of Dr. Geoffrey James through his partnership with our school.

Aims of Meadowbank's Positive Relationships & Early Help Approach:
Putting the needs of children first as they learn, grow and develop means we can:

- put relationship, consistency & empathy at the heart of school policy & practice
- understand that children are doing their best even when it might not look like it
- re-connect behaviour with learning and good mental and physical health
- confirm the need for high expectations & reminders to provide structure for the school community

Meadowbank expectations
High expectations applied with compassionate consistency enable children to feel secure whilst growing as citizens and will continue to be part of their lives into adulthood. At Meadowbank we adopt a solution focused approach and believe that every person in our community, children and adults, is **Successful**, **Resourceful**, **Hopeful** and **Caring** and these are our expectations.

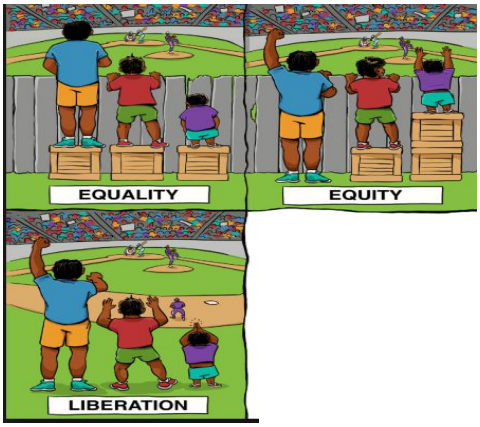
At Meadowbank we are:
Successful
We work hard to achieve our goals.
We listen to adults and are honest**.**
Hopeful
We always try our best and believe in our abilities.
We help each other to do our best.
Resourceful
We are ready to learn and can problem solve.
We look after our school and the things in it.
Caring
We ensure that everyone is safe and happy.
We are kind, gentle and share.

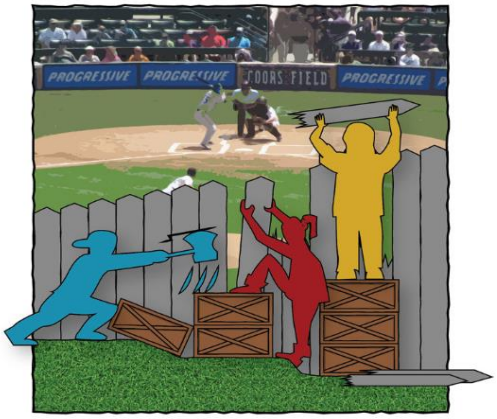




As Leaders of Change…

"We change things for the future so the world is a better place for everyone. We make a difference to improve lives for all".
Children's Leadership Team 2019





Our role is to enable children to remove their own barriers.

"Leave no footprints".



Learning Journey (Implementation)

'Over-prescriptive rigid discipline is bad for children's mental health because it can generate learned helplessness and passivity leaving them vulnerable to coercion by relatively powerful others, or achieves the opposite effect of generating active resistance as children attempt to preserve their sense of self in the face of overwhelming control. They go into survival mode and may well fight for it by challenging authority.'
(Geoffrey James – December 2019)

In each class there is likely to be a few children who do things differently to their cooperative peers. They may shout out the right answers in the wrong places, and interrupt adults and their classmates or they may be withdrawn and hard to engage. Some may find it difficult to maintain relationships with adults or peers. As adults should we categorise them differently than their cooperative peers or are they doing their best as resourceful, hopeful, successful people and falling short? As school adults, do we need to exert more control, to regulate and punish them to stop unwanted behaviours? Or is it possible to work directly towards the solution to generate the change we hope to see instead? At Meadowbank we recognise that change comes from the inside, through children's strengths, resourcefulness, hopefulness and successful achievement rather than from the outside, through adults' behaviour management skills. (See Appendix i)

How does this work in school?

'We want to keep our children safe but exposure to normal stresses and strains is vital for children's future well-being'
(J Haidt & P Paresky)

How do we build empathetic relationships and behaviour, mental and physical well-being?

Proactive provision

Strengths-based, assumes that children are resourceful, hopeful, successful and doing their best. Proactive provision builds a positive, cooperative and inclusive atmosphere

Universal

There is ample evidence that simple human activities build children's health and wellbeing, with positive effects on their learning, engagement, behaviour and achievement.

- Regular quiet time, for mindfulness and reflection with the power of 'om', singing, breathing
- Regular exercise for rebalancing and the positive effects of higher levels of some body chemicals
- Good nutrition – the single biggest factor for improving behaviour is eating breakfast
- Active listening, when the child's story takes precedence
- Kind acts
- Group work



Targeted

For the school community to operate smoothly, there have to be some general expectations and reminders. Most children pick these up and learn to cooperate by means of quality first teaching and learning, but some children find this harder and need precision teaching, feedback and follow-up. This targeted provision needs to be judged against its possibly stressful effects on children – shaming (names written up on the wall), coercion (denial of common activities, social time) to ensure that it is both effective and empathetic.

Targeted provision includes the private, unstructured relationship based support given by staff and Solutions Focused Coaching provided by the Meadowbank SF Coaching team. SF Coaching may be a one-off meeting where the level of need is lower to a programme of 5 sessions with a review, to end or repeat as necessary for the child.

Reactive provision

Deficit focused, assumes children are failing and the deficit or failure must be corrected after the fact of an incident or issue. There is an inherent risk in behaviour related (not learning related) reactive practice that it can worsen already distressed children's stress and consequent behaviour.

Solution Focused Coaching – learning how to be and how to behave

Basic assumptions

- Children need to feel safe and secure, both physically and emotionally.
- Children do not misbehave if they are engaged and understand the purpose of what they are doing

Children tend to be engaged if:

- The tasks are meaningful and they have been involved in the design of the learning activity.
- The level of challenge is appropriate and accessible i.e. not so challenging that the child feels over-whelmed or confused or not challenging enough to become bored. Children value effortful learning, but it must be accessible & purposeful.
- The children have a clear sense of short-term success criteria and long-term goals and receive regular, simple positive feedback leading to a growing sense of confidence.
- They have high self-esteem through being valued and the development of a growing sense of competence.
- There is a recognition on the part of teachers that a children's level of motivation can vary from EXTRINSIC to INTRINSIC. Recognition for positive efforts (work and behaviour) can be more dependably achieved than for misbehaviour. The adult - child contact rate is adequate.

- That experiences in school (which may not in themselves be unpleasant) can trigger off compelling patterns of behaviour (which may have developed out of school). These triggers may relate to learning, peers, adults / authority or organisations. Schools can recognise such situations and attempt to minimise them where possible.

Three levels of response to three levels of stress

<u>Positive stress – the first level of response</u>
All communities adopt expectations to help children to work in a self-motivated, self-disciplined way. All learning through good teaching involves stepping out into unknown territory. It carries an intentional element of risk and stresses which at low-level powers attention, engagement and learning with the sense of achievement that goes with it. Meadowbank's 'consequences' for behaviour that falls below expectations, at the first level of stress (**positive stress**) and the **first level of response** that causes an inconvenience of some kind e.g. a talk at break time, a starting point where all children will know that they are valued and guided towards self-regulation without feeling rejection.

<u>Resolvable stress – the second level of response</u>
Where a child experiences a higher, temporary, resolvable stress it is likely this will show itself in the child's behaviour. Punishing the behaviour of the child with stepped consequences will bring a higher level of stress. However, by giving support and an empathetic Solutions Focused Coaching relationship children can learn the lesson with safety, building their self-esteem and finding out about their own resilience in facing and overcoming the challenge. This is the **second level of response**.

<u>Toxic stress – the third level of response</u>
As for resolvable stress, where a child experiences deeper trauma, they can be supported through it when given **emotional support and care**: this is **the third level of response** of weekly support through Solution Focused Coaching in school, with possible support from outside agencies.

Understanding the effects of stress and trauma are key to building an evidence informed strategy. ***We are striving to develop an approach that starts where the children are, rather than a one-size-fits-all system that converts behaviour into good and bad***. By

understanding the meaning and effects of stress, its importance in learning and the necessity of putting the child at the centre of the strengths-focused support when stress becomes too severe, we can achieve great things. (See Appendix i & ii)

'We talk incessantly about how to make children more 'resilient' but whatever we're doing, it's not working. Rates of anxiety disorder and depression are rising rapidly amongst teenagers' (psu.edu 2018)

Learning Environment and Immersion



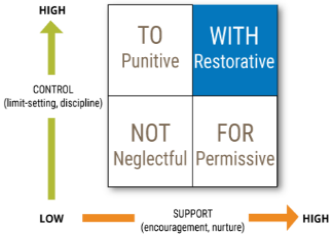
'Good behaviour is its own reward because it offers students self-respect, confidence, and the wonderful feeling of belonging to a classroom that needs and appreciates them. To deepen these feelings, support it, encourage it, and feed it by creating a classroom your students love coming to every day. It's the best reward you could ever give them'.
(Michael Linsin)

Developing a positive atmosphere in the classroom cannot be underestimated. We understand that it is the key to developing positive relationships, including with those learners who can be perceived be the hardest to reach.

Our expectations **Successful, Hopeful, Resourceful** and **Caring** are displayed within the school environment. They are taught during each child's curriculum offer and a graduated approach is provided for children who need additional teaching. (See appendix i & iii)

Positive Approaches Utilised Across School (Recognitions and Positive Responses) – A Praise Culture

The significant majority of pupils do not need or look for recognition as a motivation for good behaviour, it happens through a developing understanding of right and wrong and the importance of building positive relationships alongside a desire to be a caring and valuable member of their community. Evidence of this is found in all aspects of daily school life in a commitment to learning, supporting and helping others, effort, determination and their leadership of learning. This is enabled through a range of formal and informal ways, including:



- Creating safety - physical / emotional
- Raising self – esteem by communicating a sense of importance
- Adults understanding and use of the Social Discipline Window – done with, not for or to
- Ensuring pupils experience and have a strong sense of their own success
- Modelling desired behaviour and promoting mutual respect
- Rigorous routines consistently applied
- Listening to children and communicating that you have heard what they have said
- Giving children ownership of their school and learning e.g. the children lead their curriculum development and have opportunities to join a number of councils or take up leadership roles
- Ensuring that pupils experience success through their efforts which can be developed through the curriculum offer that they are provided with regular empowering and emotional developmental curriculum activities such as:
    - SEAL (**S**ocial and **E**motional **A**spects of **L**earning) and citizenship lessons and assemblies.
    - British Values modelled and taught
    - Each class end the school week by fifteen minutes safeguarded time promoting peer recognition of children's achievements - ref PSHEE policy.

Our expectations are communicated through the relationships, ethos and culture that exists across school. Pupils feel recognised as individual and unique people with skills, interests and experiences to offer as well as to learn. There is an emphasis on encouragement and motivating pupils by showing that adults are interesting in them and care about their hopes and goals.

We recognise and reward learners who go **'over and above'** our expectations. Although there are rewards, school adults understand that a quiet word of personal praise is as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'
(Paul Dix 2017)



Ways in which positive behaviours are recognised are:

- Class DoJos for being Successful, Hopeful, Resourceful and Caring
- Golden Dojos (value of 5 Class Dojos)
- Give attention for success, not failure
- Appropriate, effortful and meaningful work
- Respect for all individuals
- Being clear and consistent
- Positive phone calls & messages home
- Maximising opportunities for pupils to take responsibility for themselves, for instance, providing choices wherever possible
- Ensuring that 'feelings' are part of the overt and hidden curriculum offer.

- Weekly nominations of three children from each class to be recognised for their contribution to our school Mission - **Lifelong Learners**, **Leaders of Change**, creating a **Lasting Legacy**. These children receive a certificate in the weekly celebration assembly.

Personal recognitions:
Non-verbal praise (wink, thumbs up), private praise, school responsibilities, stickers, lunchtime VIPs, visit to phase leader or senior leader, display of work for others to see, celebration of out of school achievements.

L.E.A.F. (Children being agents of their own resilience)
We empower and support children to lead on resolving minor disagreements they may have with their peers through our LEAF process. Adults teach and model strategies for using our L.E.A.F., which is a visual representation of our four-step approach to resolving friendship difficulties. We support children to talk about concerns confidently, enabling them to feel comfortable and happy with the resolution. Children are encouraged to express their feelings and to plan to change in a solution focused way. Some older children are confident to act as mediators for peers and then feedback to adults.



How Meadowbank's L.E.A.F. works

L – **Listen** – Each child says why they are feeling upset, being listened to with no interruptions.
E – **Effects** –Each child is given time to share what it would look like if things were better. The group continue turns to talk until everyone has finished.
A – **Amends**– All decide what their best hope is for things to be better and make a plan on how to achieve it.
F – **Follow up** – The group agree a time to meet again to check on the success of the plan.

Assessment for Learning

The solutions focused approach moves beyond a diagnostic analytical approach, with the cultural shift from "what happened to you" and its affects to "what are you hoping for instead" and its potentiality for change and growth (Geoff James Jan 2020)

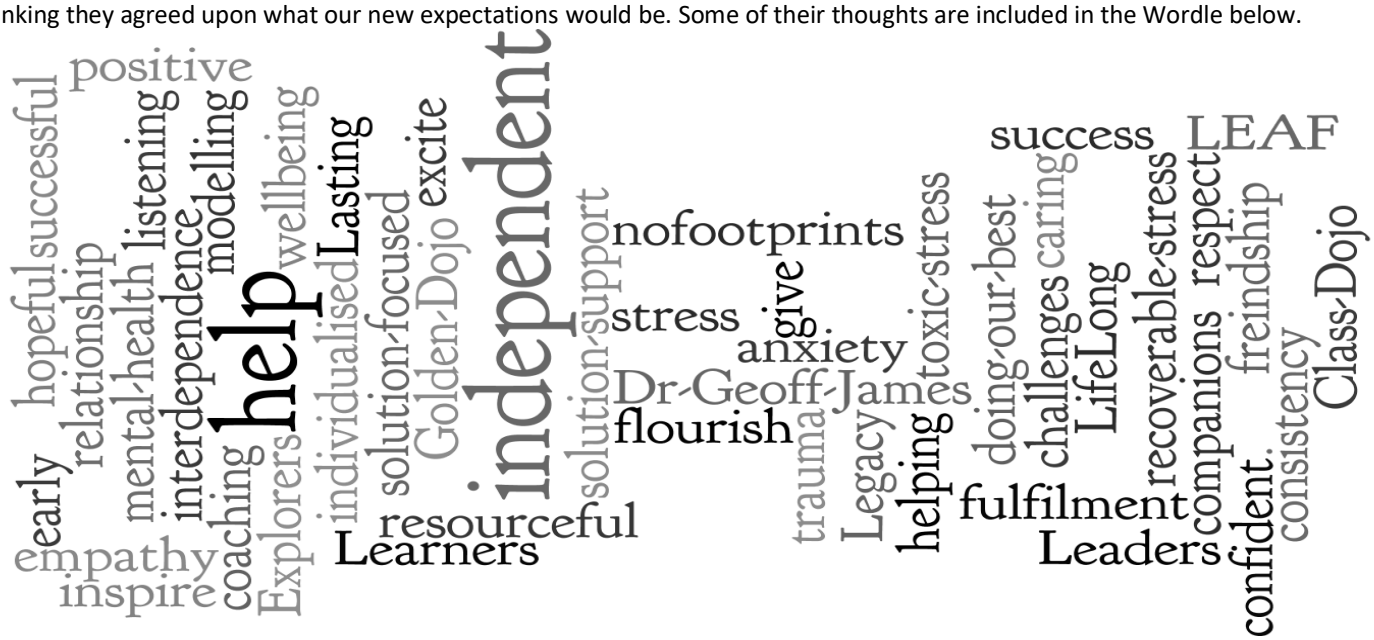


A Lasting Legacy…

"Being the best that we can be so that we are ready for our future. Making every moment special and trying our best. We are proud of our achievements and of each other." Children's Leadership Team 2019

What our children think and say about Meadowbank's Relationship Approach

Our children worked collaboratively to consider what they would like relationships to look like in their school. During this deep thinking they agreed upon what our new expectations would be. Some of their thoughts are included in the Wordle below.



Monitoring and review

Classroom teachers, Phase leaders, Senior Leaders and Meadowbank's Inclusion Team all have responsibly for monitoring the impact of school's Positive Relationship & Early Help Approach.

As the expectations within this approach has been designed by the children they will lead the monitoring and review processes. Working with leaders and governors the children will conduct self-evaluation processes to evaluate the approach in action. Methods of monitoring to take place across the year will be, pupil voice, well-being audits, teacher voice and learning reviews.

Joint Practice Development

At Meadowbank teachers are role models of lifelong learning through collaboration and pedagogical research, with our partners across the Education Learning Trust and other local schools. We support the growth of all adults at every level which accelerates the progress and outcomes for children and creates a successful teaching and learning culture that leaves a lasting legacy. Therefore, at Meadowbank Primary School professional development is an investment in our valued staff as leaders of learning, in the enrichment of our children and in the very fabric of our school. This investment will no doubt reap rewards and bring about raised standards in all that we do.

The academy governing body has the responsibility of, and of reviewing their effectiveness of Meadowbank's Positive Relationships Approach. The governors support the headteacher in adhering to the approach. The headteacher has the day-to-day authority to implement the practice, but governors may give advice to the headteacher about particular behaviour issues.

The governing body reviews this document annually. The governors may, however, review the contents of the document earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how this approach might be improved.

5. Meadowbank's Graduated Responses

Whilst Meadowbank School recognises its duty of care towards the needs of each child it also recognises its duty of care towards all children across school and the adults supporting learning.

Graduated Response When Children Do Not Meet Meadowbank's Expectations

The response sequence will be taught through the curriculum and referred to in discussion with individual pupils. School's graduated response will not be displayed in school as the majority of children do not need a visual representation to commit to school's high expectations and timely reminders are all that is needed. The small minority of children who struggle to consistently meet school's expectations tell us that stringent sanctions do not change behaviours but does confirm their own negative self-view which is counterproductive to changing behaviour.

Meadowbank Primary School Graduated Response to Behaviour that does not meet school's expectations			
Example	**Consequence**	**Action**	**Coaching for Change**
Not on task Not listening Calling out	Informal guidance	Informal reminder	Discrete informal reminder of expectation you have seen child meet previously and would like again.
Ignoring previous warning Rudeness Mild aggression Inappropriate movement around the classs or school	Step 1	2nd reminder	A private reminder of their successes and the expectation that you need them to show (Shoulder talk) (FS child is directed to other task)
Continued time wasting Disruption to class learning Refusal Mild inappropriate language used on one occasion	Step 2	Final 3rd reminder 30 second support	**30 second support** • Gentle approach, personal, non-threatening, side on, eye level or lower. • Restate the successes that you have seen and are looking to see again. • Continue with your activity; allowing the child 'take up time'. • If there are comments, as you walk away make a note (mental or written) and follow up later when child is at is at the lower end of a scale (1 feeling ok – 10 in crisis).
Continuation of negative behaviours despite step 2	Step 3	Referral to partner class (recorded on CPOMS).	• A referral to a partner classroom is a support used if a child is preventing the learning of their peers to enable them to re-focus and reflect in order to return to learning. • Where possible children should be escorted to a paired class with work to do and be settled (it is not the responsibility of receiving adults to organise work for them to do or teach them). • If a child is not able to leave the classroom when requested and is not disturbing learning they will be given 'take up time' to calm so the learning of others can continue and the child spoken to when they are able to be coached. • If they continue to refuse to go to the partner classroom even though take up time is provided and they are not disturbing learning then they will continue in their lesson and the class teacher will refer to the phase leader at the next break or lunchtime who will meet with the child and ensure that they understand that they must go to the partner class during the following lesson via a solution Support conversation. • If a child refuses to go to their partner classroom after being given take up time and is continuing to disrupt learning then the support of the Phase leader will be requested. • Adults receiving children who have been referred to their class should talk to them as little as possible, unless appropriate.

			• They are there to be in a calm, thinking space to enable them to move down a scaling system. They should not be reprimanded by the receiving adult as this is the child's failure to meet school's expectations being reinforced twice. • Children will be provided with a **SUMO Sheet** to complete when they are able to reflect and plan forward which gives them the opportunity to consider how they can be successful in the future. In the Foundation Stage and Key Stage One children may be asked to draw or write a plan for future success. • They should then complete their learning and return to class for the following lesson. • The child's teacher will then have a **Solution Support Conversation** at an opportune time where they can talk about their plan for future success and discussed the responsed in the **SUMO Sheet**(appendix iv & v) • If a teacher asks a child to stay in school at lunchtime or break for a **Solution Support conversation** or to complete learning tasks they must supervise the child. Such conversations will not take place whilst those involved are at the crisis end of a scale (higher numbers). All conversations will be solution focused rather than problem focused, planning how to achieve future success and not on the perceived problem.
Repeated occurances of not meeting school's expectations			
Two referrals to partner class in a week			• Class teacher and Phase Leader hold a **Solution Support Conversation** with child and plan for future success. (recorded on CPOMS).
Continued repetition of not meeting school expectations following 2 sessions in partner class			• Teacher & Phase Leader hold a solution support meeting with the child and their parent (recorded on CPOMS), Reviewed with parent weekly or as agreed during the meeting. Behaviour Diary established.
Continued repetition of not meeting school expectations following solution support meeting with parent			• Child is referred to Solution Focused Coaching team (recorded on CPOMS).
Serious Incident – Instant sanction Graduated Response			
Example	**Consequence**	**Action and Coaching for Change**	
Fighting Deliberately physically or verbally hurting an adult or child Repeated inappropriate language Swearing aggressively Destruction of school property	½ or 1 day internal seclusion	• Referral to Phase Leader and meeting with parents, (recorded on CPOMS). followed by a Solution Support Conversation with class teacher to plan for future success.	
Descrminatory language – racial, homophobic in school or via school related online systems Mobile phone/smart watch use in school to make calls or take photographs.	Senior Leader meeting with parents and internal seculsion (1-2 days) - also if linked to phone no phone until next half term	• Meeting held with parents. Referral to Solution Focused Coaching.	
Two instant sanctions in a week	Behaviour diary	• Class teacher and phase leader meet with parent and child to establish a behaviour diary, reviewed with parents daily. Individual behaviour needs identified.	
Continued deterioration (2 further sessons in partner class following meeting with parents	Refer to Headteacher	• Interview with parents, follow up letter, behaviour diary for two weeks. Information (leaflet) giving advice to parents/guardians of pupil exclusion is shared. 2 days of internal seclusion.	
If above actions recur following meeting with Headteacher	Suspension (1-2 days)	• Interview with parents, follow up letter, behaviour diary for half term. Information (leaflet) giving advice to parents/guardians of pupil exclusion is shared. 2 days exclusion. School work will be provide during the exclusion period via Class Dojo.	

Deliberate or premeditated physical, verbal aggression towards a peer or adult	Can be instant sanction by Headteacher Suspension (2+ days)	• In cases of suspension in excess of 6 days the child will be refered to a Trust School. School work will be provide during the exclusion period via Class Dojo.
Bringing offensive weapons including, BB guns, penknives or drugs onto the school premises or into the school community either physically, via online forums or out of school grounds.	Permanent exclusion	In line with 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023'. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken: • in response to a serious breach or persistent breaches of the school's behaviour policy; and • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. School work will be provided for the period of five school days following a permanent exclusion.
Lunchtimes - Relationships during lunchtime will be monitored by the Senior Mid-Day Superviser and school's DHT. Serious incidents will be reported to the Headteacher.		
Example	**Coaching for Change**	
Not following instructions, minor disruption	• Discrete informal reminder of expectation child is not meeting (Shoulder talk)	
Continuation of not following instructions	• Deputy Play leader, solution support conversation (30 second support)	
Verbal aggression towards children or staff	• Time on bench whilst child returns to lower number on a scale, solution support conversation (recorded on CPOMS – mid-day assistant report to Phase TA who will inform the teacher to record)	
Three incidents in a fortnight	• Class teacher will meet with parent, warn of lunchtime internal exclusion (recorded on CPOMS).	
Serious Lunchtime Incident – Instant sanction		
Deliberate physical or verbal aggression, discriminatory language	• Referral to Phase Leader and meeting with parents, (recorded on CPOMS). ½ or 1 day internal seclusion / lunchtime seclusion where appropriate followed by a solution support conversation with class teacher to plan for future success.	
Reoccurrence of deliberate physical or verbal aggression, discriminatory language	• Senior Leader meeting with parents and fixed term Suspension (1-2 days). Returning planning meeting held with parents. Referral to Solution Focused Coaching.	

Children should only use shared spaces outside classrooms/walk in corridors to de-esculate emorional irregulaton if this space enables them to move from higher numbers of a scale to lower numbers. In general, three minutes should be enough and this adaptation should be part of that child's My Plan

Reasonable Adjustments

All adults at Meadowbank recognises the legal duty under the Equality Act 2010 to prevent children from being at a disadvantage. Consequently, our approach to learning behaviours that fall below our expectations may be adjusted to offer additional support to the specific needs of the *child. Children may be supported via 'my plans' or 'individual behaviour plans'. Where there is repeated concerns regarding repeated behaviours, we would seek to understand* the trigger points for these behaviours and support the child to understand what these triggers are and how we can act proactively to reduce these behaviours from happening. These behaviours are monitored by the class teachers and concerns are shared in accordance with this policy. With the triggers known and understood, we can work to pre-empt the behaviours by modifying some practice i.e.: structuring playtimes etc. Whilst the sanctions will not change the timeframes for issuing these may be modified to support the child. For pupil's identified with SEN and/or disabilities the same expectations in this policy apply but we recognise that there may need to be increased support or intervention. An individual provision map will be used for pupils for whom their SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Pupil transition and periods of change
We recognise that transition to new classrooms and teachers can be an additional challenge for some children who may already find aspects of school life difficult and can effect their emotional regulation during periods of change. To ensure a smooth transition, pupils have sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure the right support is in place bespoke plans are made and implemented before the move. Information to support transition to other educational settings may also be shared with new settings for those pupils transferring to other schools.

Communication With Parents
Parents should not be informed that their child has not met school's expectations outside of the school building or talk to them in their cars. Teachers should always invite them into school to talk to them. When meeting with parents a Parent/School meeting record sheet (at end of this policy) may be used to record details of the conversation and outcomes prior to completing the CPOMS log. Parent meeting record sheets will be stored in the Headteacher's office following the meeting. Phone calls to parents will always be made in private rooms to ensure family confidentiality.

Bullying Behaviour (also see *Anti-Bullying Policy*)
Meadowbank does not tolerate bullying behaviour 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 such behaviour.

Although we recognise that bullying can be a single incident DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (physical – hitting, kicking, or verbal – name calling, public ridicule, teasing, belongings taken or defaced) or indirect (for example, being ignored, not spoken to, stared at).

In school we use **STOP** (**Several Times On Purpose**) to help children define whether an action is bullying. However all actions which make a child uncomfortable are not ignored and school recognises that bullying can be a single incident. We encourage children to state; '**Stop it please, I don't like it'** as a clear indication that an action is unacceptable.

Parents are informed of bullying behaviour, both victim and perpetrator and incidents of bullying are reported to the Academy Governing Board. Following this, where appropriate, the class teacher plans additional learning for the whole class during e.g. during PSHE&C or Circles.

Homophobic or Racist behaviour (Refer to school's *Equal Opportunities policy*)
Incidents of homophobic name calling are considered to be very serious and will always be acted upon quickly. Parents of the victim and perpetrator are contacted and incidents are recorded on CPOMS and reported to the Academy Governing Board. Following this, where appropriate, the class teacher plans additional learning for the whole class during e.g. during PSHE&C or Circles.

Exclusion (also see *Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion* & *ELT Exclusion Guidance Document - Addendum to ELT School's Behaviour Policies*)

Whilst we recognise our duty of care towards the needs of each child we also recognise our duty of care towards all children across school and the adults supporting children's learning. However, it is Meadowbank's position that exclusion is not helpful in changing behaviour and can be harmful to the excluded child's view of themselves, hindering their potential to make changes. It is school's aim to enable children to feel Resourceful, Hopeful and Successful so that serious incidents do not take place and the necessity to exclude children is very rare or eliminated.

Internal Seclusion
School's graduated response when children are unsuccessful in meeting school's expectations includes the use of internal seclusions where a child is asked to work away from their peers for a period of time, between ½ and 2 days as decided in consultations with Phase Leaders and the Headteacher. This is recorded on school's CPOMs System. Parents will always be informed of any internal seclusions. During seclusion children will continue to complete their learning but in a space away from their cohort peers. During this time they will not be allowed to participate in break time or lunch time activities and all seclusions will be followed by solution focused coaching work. Parents are not able to appeal against an internal exclusion.

Suspension and permanent exclusions
Meadowbank proactively works to prevent excluding children however; there may be a rare occasion where this is necessary and followed ***DFE Exclusions from maintained schools, academies, and pupil referral units in England 2023*** when considering the need to suspend or exude from school.

Only the headteacher has the authority to suspend or permanently exclude a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently.

If the headteacher suspends or excludes a child, their parents are informed immediately, giving reasons. The headteacher informs the Trust and the Academy Governing Board about any permanent exclusion, and about any suspensions beyond five days in any one term.

If the suspension is over five school days, at the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. We will inform parents how to make any such appeal. The Academy Local Governing Board is not able to overturn a suspension, however, they will consider any appeal and place a letter of their view on the child's record.

The Academy Governing Board has a discipline committee which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors. When an appeal panel meets to consider a permanent exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the school, and consider whether the child should be reinstated. If the panel decides that a child permanently excluded should be reinstated, the headteacher must comply with this decision. The Academy Governing Board itself cannot either exclude a child or extend the exclusion period made by the headteacher.

Drug, alcohol-related and incidents involving weapons
It is the policy of this school that no child should bring any drug (including cigarettes), alcohol or any object which can be deemed to be a weapon, legal or illegal, to school. This is also the case if illegal items are advertised for sale in online school groups.

If a child needs medication during the school day the parent or carer should notify school and complete medicine forms before the medication is brought in. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a school adult or parent who will sign to confirm witnessing the medication has been taken. Over the counter items such as cough lozenges are not allowed in school.

Prohibited items - ***Knives or weapons, alcohol, illegal drugs, stolen items, cigarettes, tobacco, cigarette papers, fireworks, pornographic images***

School will take very seriously misuse of any substances such as glue, other solvents, alcohol.

Alcohol, stolen items, cigarettes, tobacco, cigarette papers, fireworks - The parents or guardians of any child involved will always be notified. Any child who deliberately brings items listed into school will be given a fixed-term suspension and social services will be informed. If the offence is repeated, the child will be permanently excluded, and the police will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and social services will be informed. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the offence is repeated the child will be permanently excluded.

Illegal drugs - If a child is found to have deliberately brought illegal substances into our school environment either physically or virtually via social media, and is found to be intending to or to be distributing these to other children, the child will be permanently excluded from the school. The police and social services will also be informed.

Objects which can be used as weapons - If a child is found found to have brought or shared intent via school social media sites to bring weapons into our school environment either physically or virtually via social media, the child will be permanently excluded from the school. The police and social services will also be informed.

Pornographic images - The parents or guardians of any child involved, either victim or perpetrator, will always be notified and social services will be informed.The police may be involved at this time. If the perppetrator repeats the collection of images, the child will be permanently excluded, and the police will be informed. A parent or guardian of the child must visit the school and discuss the seriousness of the incident with the headteacher.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded on CPOMS. It is the responsibility of the academy governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Searching pupils & confiscating items
The headteacher or a member of staff authorised by the headteacher can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member

reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should take into account the increased expectation of privacy for older pupils. Staff can use their discretion to confiscate, keep or destroy any item found provided it is reasonable in the circumstances. If any item is thought to be a weapon it must be passed to the police.

Care and Control (Team Teach)
All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children.* Teachers in our school do not hit, push or slap children.

Staff only intervene physically to restrain children or to prevent them hurting themselves or others or if school property is being damaged. Team Teach is always in support of the child is used as a last resort and applied using the minimum amount of force, for the minimum amount of time possible and used in a way that maintains the safety and dignity of all concerned. Team Teach is never used as a form of punishment, is recorded and reported to parents.

The actions that we take are in line with government guidelines on the restraint of children. (Most of our staff have received TEAM TEACH/Care and Control training which focuses on de-escalation of children in crisis – January 2022.)

Roles within Meadowbank's Positive Relationships Approach

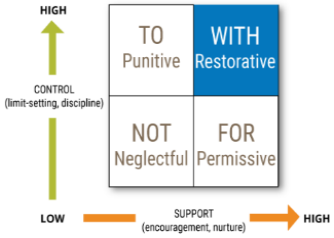
The role of the Headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement a school behaviour policy (Positive Relationships Policy at Meadowbank) consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The headteacher keeps records of all reported serious incidents of poor behaviour.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of poor behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of governors

- The governing board has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to the school approach.
- The headteacher has the day-to-day authority to implement the school's approach on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The Role of the teacher



- Work in partnership with parents in support of their child
- Creating safety - physical / emotional
- Raising self – esteem by communicating a sense of importance
- Adults understanding and use of the Social Discipline Window – done with not for or to
- Ensuring pupils experience and have a strong sense of their own success
- Modelling desired behaviour and promoting mutual respect
- Rigorous routines, consistently applied
- Listening to children and communicating that you have heard what they have said
- Giving children ownership of their school and learning e.g. the children lead their curriculum development and have opportunities to join a number of councils or take up leadership roles
- Ensuring that pupils experience success through their efforts which can be developed through the curriculum offer that they are provided with regular empowering and emotional developmental curriculum activities such as:
    - SEAL (**S**ocial and **E**motional **A**spects of **L**earning) and citizenship lessons and assemblies.
    - British Values modelled and taught
    - Each class end the school week by fifteen minutes safeguarded time promoting peer recognition of children's achievements - ref PSHE&C policy.

The school collaborates actively with parents as partners in teaching their children, so that they receive consistent messages of expectations of behaviour at home and at school. We explain the school expectations in the school prospectus, and we expect parents to read them and support them. We always strive to build a supportive partnership between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The role of parents

- To support the school in the implementation of this approach as set out in Meadowbank's Home / School agreement.
- To be aware of the expectations.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-regulation.

If parents have any concerns, they should initially contact the class teacher and then the phase leader or headteacher if needed. If the concern remains, they may contact the Governing Board's Chair of Governors via the school office. If these discussions cannot resolve the problem, a formal complaint process may be implemented.

The role of the children

- To work to the best of their abilities, and allow other to do the same.
- To treat others with respect.
- To follow the instructions of the school staff and allow them to teach.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

All school adults will:

- Model positive behaviours and build relationships.
- Model calm and quiet behaviours around school
- Refer to children being **Resourceful**, **Hopeful**, **Successful** and **Caring** in all conversations about behaviour.
- Meet and greet at the door or in corridors by lockers. A greeting will be offered to each child.
- Support transition around school and never ignore or walk past learners who are not meeting school's expectations.
- Notice the wellbeing of all at the start of each session through a range of systems (e.g. scaling 1-10, thumbs up/down).
- Plan lessons that engage, challenge and meet the needs of all learners.
- Ensure that positive recognition is used throughout lessons.
- Be calm and give 'take up time' when coaching children about changing behaviour.
- Aim to prevent difficulties by deescalate and decelerate where reasonable and possible.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.

School Leaders

School leaders do not deal with behaviour referrals in isolation. Their role is to stand alongside colleagues to empower them to be the key adult for the children in their care and to support, guide, model and show a unified consistency to the leaners.

School leaders will:

- Meet and greet learners at the beginning of the day, particularly during transition times
- Be a visible presence to encourage appropriate conduct
- Support school adults in returning learners to learning by supporting in conversations when needed
- Regularly celebrate adults and learners whose efforts go above and beyond expectations
- Encourage use of Positive Phone Calls
- Ensure training needs are identified and targeted
- Use behaviour data to target and assess interventions and assess school wide behaviour policy and practice
- Regularly share good practice
- Regularly review provision for learners who struggle to meet school's expectations
- Support school adults working with children with more complex challenges which result in regularly failing to meet school's expectations

Appendix i

Solution Focused Coaching

Level of need	Who will provide Early Help for you in school?	How will your parents or carers be involved?	Early help; you can expect - P = proactive R = reactive	Relationship to stress/trauma
Universal **Routine 3 Rs** Teaching and learning through **R**elationship, **R**ules, **R**eminders for engagement, boundaries & cooperation	All staff around school led by you class teachers and the school leaders	They will be helped to know how school sets expectations, what they are and how children are taught and reminded of them	**P** To be taught and reminded of school expectations and how to be successful in school **R** To spend time in or after class on this learning.	Positive stress
Low level need You've made a mistake and broken one of our school expectations. You need to do some work on what to do for things to go better, for you and school.	Your class teacher Another staff member who can provided SF Coaching All other staff around school	As above	**P** To work with your SF Coach on your learning about the 3Rs to plan your path ahead. **R** To spend time in or after class on your learning.	Positive stress
Intermediate need You still sometimes make mistakes in following school rules and in being kind to others and to yourself. You need more support to be engaged and happy in school.	As above	As above They will get information about SF Coaching and the part they can play in your work. They will be invited to come into school to join your Early Help SF Coaching sessions 1 & 5 to hear about your successes in school	**P** To work with an adult you trust for five SF Coaching sessions, one a week. Your parents/carers will be invited to meetings 1 & 5 so they know what you're hoping for what's going well **R** To spend time as before on your learning.	Recoverable or tolerable stress
High need You're still finding it hard to learn new ways of being & behaving. School staff understand your needs, providing SF Coaching & bringing in other people who can support your learning.	As above including the head teacher and deputy head teacher One or more other people from outside school with resources to match your needs	As above By joining in with SF Coaching as before By working with school staff to invite other people to join the Early Help programme	**P** To carry on SFC Coaching with an adult you trust and to work with other people who can help you to find success in school **R** To spend time as before on your learning	Toxic stress ACEs

Levels of stress

In this model stress can be seen to operate at three levels;

1. Healthy Stress
2. Recoverable Stress
3. Toxic Stress

Levels of response

The first point to make is that at all levels empathetic relationships are necessary and protective.

Healthy stress is both induced and resolved by the kind of good teaching which matches the level of a new challenge with a child's capacity to meet it. Consistent, systematic teaching of rules and responsibilities combined with the good understanding of individual children produces a climbable hill and a safe place to rest once the stress has been faced and met successfully.

Recoverable stress and toxic stress, once identified, again in the context of empathetic relationships, is met by support and learning through single-session or longer Solutions Focused Coaching support, within school and matched if necessary with support from external, specialist services such as Mental Health, Speech and Language, Autistic Spectrum and medical services.

Where a child is known to have experienced toxic stress additional support may be required in addition to consistent engagement with peers and adults and Solution Focused Coaching.

Strategies which remove, isolate or exclude a child in any way who has experienced toxic stress (including the ACEs outlined below) can be expected to have a negative effect, as raised stress levels interfere with higher order thinking and leaning i.e. punitive sanctions will cause further harm.

Introduction to the ACEs background

The human brain is unique: given the right opportunities, it has the capacity to bring meaning, perspective, insight, compassion and empathy to people's lives. The socio-biological processes that underpin these capacities are the basis for good mental and physical health and wellbeing with the resulting benefits for families, communities and society at large. When these processes work to best effect, people are more likely to be able to make sense of the positive and negative experiences in their lives. This sits at the heart of what will be explored in this report: how to make sense of adversity, to enable babies, children, young people, families, communities and wider society to flourish.

Humans grow and develop through a process of responding to, and making sense of threat and adversity and sometimes, violence. One way this is achieved is through the concept of resilience. While adversity can have a positive role to play in our development, it can become a risk and a threat to healthy growth and development when there is too much of it, for too long, in the absence of safety from buffering relationships. This can have a profound and enduring impact on the way brains develop from the earliest moments in life: shaping the foundations of our physical and mental health, and informing the way we respond to ourselves and others on a daily basis. The first '1001 days' (that is the first three years or so of life) are particularly important, laying a template that influences our health and wellbeing across the life course. The growing awareness of the impact and implications of the way we respond physiologically to threat, adversity, stress and violence prompts a rethink of our understanding and response to adversity. The lens of adverse childhood experience prompts, even requires, new and different approaches to the way health and wellbeing is supported: How to build the capacity for resilience? How to make sense of and recover from threat and fear? It also raises questions over the way we design and deliver services through the developing practice of trauma informed care: an approach that asks: 'What happened to you?' rather than 'What's wrong with you?' to follow through with 'How has this affected your life?' and 'Who is there for you?'

Adverse childhood experiences are common to many of us: they reflect key stressful events from before birth, to the age of 18. There should be no shame in having experienced adversity.

The impact of adverse childhood experiences can be offset by safe, secure responsive adult relationships that buffer the effects of stress/adversity and support the development of resilience, a key mechanism to make sense of, and recover from threat and fear.

In practice, to be trauma informed requires a cultural shift from 'What's wrong with you?' to 'What happened to you?'' and to follow through with 'How has this affected your life?' and 'Who is there for you?'

The solutions focused approach moves beyond this diagnostic analytical approach, with the cultural shift from "what happened to you" and its affects to "what are you hoping for instead" and its potentiality for change and growth (Geoff James Jan 2020)

Routine **enquiry** is an approach to understanding and responding to an individual's experiences of adverse childhood experiences *(and their strengths and resources deployed in surviving it and making a better future - Geoff James Jan 2020*). Solutions Focused Coaching, an inquiry approach to social and emotional learning and growth, which can be built into practice with training, support and supervision.

The GIRFEC *(Getting It Right For Every Child)* Child's Plan and Wellbeing Indicators are an important example of a **'strengths based approach' (SF Coaching in our context)** for use with babies, children, young people and their families.

Adverse experiences often cluster in children and young people's lives, and are associated with a range of poor educational, social, physical and mental health outcomes across the life course. A systematic review in 2017 concluded that focusing upon the effect of multiple adverse childhood experiences enables a better assessment of childhood adversity and its relationship with future health, than does examination of individual types of harm.

A conceptual framework for adverse childhood experiences across the life course is illustrated in the 70/30 Campaign led by the WAVE Trust that seeks to reduce toxic stress in children by 70% by 2030.

An individual's response to stressful events may differ according to their position on the social gradient. A UK study reports that people living in more deprived circumstances may have worse outcomes due to an increased stress response and vulnerability to adversity.

The influence of adverse childhood experiences on crime and violence

Crime and violence has been shown to have a strong association with adverse childhood experiences. A study conducted in Wales found that people with multiple (four or more) types of adversity were 14 times more likely to have been a victim of violence and 15 times more likely to have committed violence over the last year compared to people with no reported adverse childhood experiences. The same study estimated that preventing childhood adversity could reduce levels of violent crime by up to 60%.

Resilience, an antidote to the harmful effects of toxic stress

Resilience is generally understood to be about the ability to cope, adapt positively to, and recover from adversity. It can be defined as: 'normal development under difficult circumstances'. Similarly, the Glasgow Centre for Population Health publication, 'Resilience for Public Health', quotes Windle who defines individual resilience as the 'successful adaption to life's tasks in the face of social disadvantage or highly adverse conditions'. For individuals, resilience comes from an ability to biologically and psychologically adapt to stress, through the creation of brain pathways that integrate the different parts of the brain so we can make sense of life experiences, so that life is good or at least tolerable. Resilience has to be learnt and acquired as a key skill for life. **This happens primarily through relationships.** Safe nurturing relationships, particularly in the early years and into adolescence are the key to developing resilience at an individual level.

Resilience is one mechanism by which toxic stress can be transformed into tolerable stress. Creating, supporting and building resilience is our primary response to preventing poor outcomes from adverse childhood experiences while also addressing the impact of adverse childhood

experiences across the life course. We best support resilience for children and young people by supporting and creating resilience in parents, families and across communities. As resilience is created at an individual level by healthy neural pathways, similar connections between individuals within families and at a community level foster healthy relationships and build strong connections between people.

The key (to resilience is) to pay attention to the emotional, psychological and spiritual resources that allow people to build relationships and establish social networks, so that people have opportunities to find what is meaningful to them, in a way that fosters optimism and control. The understanding that follows is that this results in better health, and reduced societal inequalities. The attraction of a 'health assets' model is that it builds capacity for good health within populations instead of starting with a problem and designing policy to treat or prevent it. Source: Burns

School Years

The Scottish 'ACEs Hub', which is coordinated by NHS Health Scotland, has published work on childhood adverse experiences in a school context. They argue that:
'tackling adverse childhood experiences will support educational attainment through improving the mental health and wellbeing of young people through schools' improved understanding of the behavioural outcomes of early adversity ... to be a supportive and inclusive environment for learning.'

A systematic review examining the impact of traumatic events on school-related outcomes, including cognitive functions and behavioural issues, showed that young people who have experienced trauma are at risk for impairments across various cognitive functions. These include:
IQ; memory; attention and language/verbal ability; poorer academic performance and school related behaviours such as discipline; dropout and attendance; and higher rates of behavioural problems and internalizing symptoms. The experience of childhood trauma also has a potentially negative effect on how a person functions within the workplace.

It has been argued that learning occurs best when a strong and healthy relationship is established between children and their teachers, suggesting that the quality of teacher student relationships is the key to many aspects of managing a class. A report for Scottish government concluded that more research is needed to properly determine the nature of how adverse childhood experiences impact on educational outcomes. Multiple factors mediate school outcomes including moving schools multiple times, less access to extracurricular activities, and educational expectations in the home. Children who have suffered abuse and those who are in care have impaired executive functioning, which includes the ability to think and plan ahead, to move between tasks, and to understand the link between actions and consequences.

Children can experience shame and humiliation in the classroom that leads to a fear of school, and a child left feeling incapable. Perry suggests that learning is helped by a feeling of being in a safe and familiar situation, which fosters a sense of curiosity and the ability to learn in both adults and children.

(Supporting the introduction of SF Coaching in schools) " a range of models support the implementation of a trauma-informed approach to care. As an example, the WAVE trust advocates the use of a **strengths-based framework** for trauma-informed care based on 5 key principles of: **safety, trust, choice, collaboration and empowerment.**

Similarly, US research looking at a range of trauma informed care identified the following key principles:
• Trauma awareness (includes staff training, consultation and supervision)
• Safety (trauma informed care works towards building emotional and physical safety for both people using the service and those providing the service)
• Control (choice and personal control alongside predictable environments, often involves consulting with people using services in the service design)
• **Strengths-based approach** (services support people to identify their own strengths and develop their skills)"

Useful questions in Solutions Focused Coaching

Dr Geoffrey James

Problem free talk

- What are the things you like doing best?
- What are you interested in?
- What do you like doing in your free time?
- What do you think your friend/family would say are your strengths?
- What's the smallest thing you might do that makes you smile?
- What is it about you that makes you good at (…..)?

Preferred future/best hopes

- How will you know that it's been useful coming here today?
- How will you know that this meeting has been useful to your teacher/parent/carer/class mates?
- How would tell your best friend, parent, carer, teacher, that this meeting's been useful?
- What might it take for you to say that this meeting has been worthwhile?
- Imagine a day/class/hour going well for you, when you're at your best. How will you know that (day) is going well? What will tell you?
- What will tell you that you don't need to come to meet me any more?
- If this problem were resolved, what would you notice that's different in your life?
- How will you know that things are going well for you?
- What smallest change would be a sign of your moving ahead?
- Just imagine that this coaching turns out to be more useful than you imagined. How will you know? What will be different in your life/school?

Exceptions

- When are the times that (the problem) doesn't happen as much?
- Tell me about a time when (the problem) happened but didn't last as long?
- When are the times when other people would notice you doing (…) in a good way?
- When are the times that you feel that you are achieving more?
- When are the times that (the problem) bothers you least?
- Tell me about a time when you stayed calm in that difficult situation?

Success history/successful past

- Who would be least surprised by this change that you have made?
- What have you achieved before that's similar to this?
- Looking back what tells you that you always were capable of doing this?
- When was a time in the past, when you have noticed yourself drawing on similar qualities in yourself?
- It sounds like you needed to look after yourself from a very early age – when did you first realize you had the strengths to do this?
- Stopping things getting worse; when a scaling question gets a low-score response
- So what have you been doing to stop things getting even worse?
- So how come you aren't at somewhere even lower on your scale?
- You say that things have gone down on the scale. What did you do to stop sliding to one?

Coping – when things seem to be staying the same, week to week

- So what's been helping you to survive?
- How come you have not given up hope?
- What do you think your friend would most admire about the way that you have been dealing with this?
- That situation sounds pretty overwhelming, so how do you get by? How do you cope?
- What do you do to get through the day?
- What is it that gives you the strength to just get up in the morning?

Locating resources, building on strengths

- When you came up against this sort of problem in the past how did you resolve it?
- How would you know that you were being successful again?
- What other tough situations have you handled in a good way?
- What did handling that situation well tell you about yourself?
- How do you go about finding solutions to tough situations?

- If you heard or read about someone who had been through what you have been through and survived, what do you imagine you would think of her?
- What is it about you, that you can do that?

View of self
- What does this (achievement) tell you about yourself?
- What do you know about yourself now, that you didn't know last week?
- What have you learned from this experience?
- What have you learned from this experience that will be useful to you in your future?

Other person perspective
- How will your friend/family know that things have improved?
- Who will be (the first teacher at school) to notice that things have moved up a bit on your scale?
- Who will be the hardest to convince that you mean business this time and what will (s/he) need to see happening? What else? What else?

The 'What else?' question
- Ask it, and repeat it, whenever you feel it would be useful to build a richer description of strengths, successes, qualities, and hopes.

Scaling questions
- Where would you say you are on the scale now?
- What was useful to you in keeping at (…) on the scale?
- So what is it you are doing that means you are at (5) and not at (1)?
- You say you are at (…). What is stopping things getting worse?
- What will tell you that you that things are a little bit better? What will you be doing then that you are not doing now? What will be the first sign that things are different?
- Where on the scale represents where you hope to get to, what will you be doing then that's a bit different?
- On a scale of 1 -10 with 1 representing no confidence at all that you can reach your goal and 10 meaning that you're confident that you will get there, where would you say you are now?
- On a scale of 1 – 10 with 1 representing you knowing that you wouldn't be prepared to do anything at all to change things and 10 representing you being prepared to do anything it takes, where are you now?
- If 1 on this scale means that you always feel worried before doing (……..) and 10 means that you feel completely calm and confident about it, where would you rate yourself at the moment?

Follow-up sessions
- What's going well for you?
- What's been better?
- What's different?
- What have you been pleased with?
- What's been telling you that things in school are moving in a good direction for you?
- Tell me about the times that you were at (scale point) since we last met?
- What would your parent/carer/teacher/friend be noticing about you that'

Key Stage One Solutions Focused Reflection Tool – SUMO

Name: _____
Date: _____
Class: _____

SUMO
Stop, Understand, then Move On

Faced with a challenge? Use these reflection questions to help you to SUMO

Which School Expectation did I not meet?	successful	hopeful	resourceful	caring

How am I feeling?

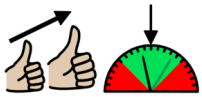


1	2	3	4	5 10	6	7	8	9
cross								calm

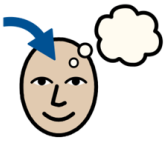
What can I do to make it better?



How will I know when the problem is solved?



What have I learnt?



How have I been successful today?



Key Stage Two Solutions Focused Reflection Tool – SUMO

Name: _____
Date: _____
Class: _____

SUMO
Stop, Understand, then Move On

Are you faced with a challenge? Use these reflection questions to help you to SUMO

Which School Expectation did I not meet?	successful	hopeful	resourceful	caring

Q1: Where is this issue on a scale of 1-10?



1 2 3 4 5 6 7 8 9 10
very bad very good

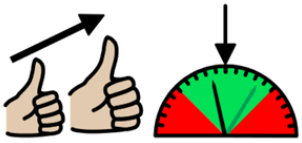
Q2: How important will it be in 6 months' time?



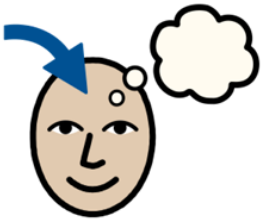
Q3: Was my response appropriate and effective?



Q4: How can I influence or improve the situation?



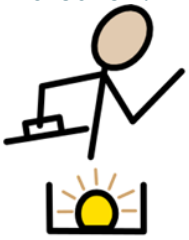
Q5: What can I learn from this?



Q6: What will I do differently next time?



Q7: What can I find that's a positive in this situation?



Appendix iv - Being CHAMPS when moving around school

At Meadowbank Primary School we move like

CHAMPS

Calmly and quietly

Hands to yourself

Aware of others

Move slowly

Pass on the left

Share a smile

This helps us get spotted.



Meadowbank Primary School

Positive Relationships & Early Help Approach

Parent and Family Leaflet
Meadowbank's approach to Learning Behaviours (Behaviour Policy)
Our full approach document can be found in the Policy tab on our school's website

At Meadowbank Primary School we are committed to achieving the best for all of our Meadowbank Family achieving our vision that all will '**Flourish and Inspire**'. Our success is evidenced in the fulfilment of our Mission that we are all '**Life Long Learners**, **Leaders of Change**, and will create a **Lasting Legacy**'.

Our job is to prepare children as navigators and explorers, to be able to spot the best path, to avoid dangers, to rely on companions to help them up when they fall and to return the favour, and most important of all, to welcome change and challenge for what it is, the ever-changing part of the landscape'.
(Dr. Geoffrey James SFC Consultant)



Respect for all at Meadowbank

We are a family and within this every person is equally important. We understand that we should never insult or cause offence to any other person for any reason.

Some charactersistics that we particularly protect are:-

- **Race** - colour, nationality, ethnic or national origins.
- **Religion** - A set of beliefs and practices that are followed by a large number of people.
- **Age** - how old a person is, whether older or younger
- **Disability** - A physical or mental impairment which has an effect on that persons ability to carry out day to day tasks
- **Marriage & Civil Partnership** - A union between two people
- **Sex** - whether a person male or female
- **Sexual orientation** - a persons attraction to their own gender, the opposite gender or more than one gender
- **Gender reassignment** - the process of transitioning from one sex to another
- **Pregnancy and maternity** - When expecting a baby and new births

Through our ethos and curriculum, we celebrate our differences recognising that we are all individuals with differences, but we are all members of our Meadowbank family and can learn from each other.



'Our education system has to prepare children for a world we cannot imagine'
Dylan Wiliam

Meadowbank's Expectations

At Meadowbank Primary School we are all:

Sucessful	Hopeful	Resourceful	Caring
We always try our best and believe in our abilities.	We are ready to learn and can problem solve.	We work hard to achieve our goals.	We ensure that everyone is safe and happy.
We help each other to do our best.	We look after our school and the things in it.	We listen to adults and are honest.	We are kind, gentle and share.



We live our Vision and Mission every day in school



Our Children's Leadership Team say:

As Lifelong Learners

"You never stop learning. New knowledge and skills excite us and makes us want to find out more about all the things we don't even know."

As Leaders of Change

'We change things for the future so the world is a better place for everyone. We make a difference to improve lives for all."

A Lasting Legacy

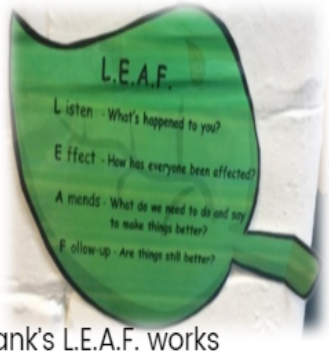
'Being the best that we can be so that we are ready for our future. Making every moment special and trying our best. We are proud of our achievements and of each other."

By living or Mission we acheive our Vision of ensuring that everyone will Flourish and Inspire.

L.E.A.F.

(Children being agents of their own resilience)

We empower and support children to lead on resolving minor disagreements they may have with their peers through our L.E.A.F. process. Adults teach and model strategies for using our L.E.A.F., which is a visual representation of our four-step approach to resolving friendship difficulties. We support children to talk about concerns confidently, enabling them to feel comfortable and happy with the resolution. Children are encouraged to express their feelings and to plan to change in a solution focused way. Some older children are confident to act as mediators for peers and then feedback to adults.



How Meadowbank's L.E.A.F. works

L – **Listen** – Each child says why they are feeling upset, being listened to with no interruptions.
E – **Effects** –Each child is given time to share what it would look like if things were better. The group continue turns to talk until everyone has finished.
A – **Amends**– All decide what their best hope is for things to be better and make a plan on how to achieve it.
F – **Follow up** – The group agree a time to meet again to check on the success of the plan.

The significant majority of pupils do not need or look for recognition as a motivation for good behaviour, it happens through a developing understanding of right and wrong and the importance of building positive relationships alongside a desire to be a caring and valuable member of their school. This is found in all aspects of school life in a commitment to learning; supporting and helping others, effort, determination and their leadership of learning. This is enabled through a range of ways, including:

- Creating safety - physical / emotional
- Raising self – esteem by communicating a sense of importance
- Adults understanding and use of the Social Discipline Window – done with, not for or to
- Modelling desired behaviour and promoting mutual respect
- Rigorous routines consistently applied
- Listening to children and communicating that what they have said has been heard
- Giving children ownership of their school and learning e.g. the children contribute to their curriculum development and have opportunities to be leadership
- Ensuring that pupils experience success through their efforts, which can be developed through the curriculum offer that they are provided, with regular empowering and emotional developmental curriculum activities

Pupils feel recognised as individual and unique people with skills, interests and experiences to offer as well as to learn. There is an emphasis on encouragement and motivating pupils by showing that adults are interested in them and care about their hopes and goals.



It is not what you give but the way that you give it that counts.' (Paul Dix)



Meadowbank's Graduated Response

When children do not meet school's expectations there is a stepped response built upon school's Solution Focused Coaching Practices

Informal	Step 1	Step 2	Step 3
Informal reminder of expectations, you have seen child meet previously and would like to see again	2nd reminder – a private reminder of their successes and the expectation that you need them to show	Final 3rd reminder – 30 second support. 1-1 conversation	Referral to year group partner class to continue their learning (parents informed).



Futher details of school's graduated response, including serious incidents, can be found in our full approach document - which is in the policy tab of school's website



S.T.O.P.

Bullying behaviour will not be accepted. In school we use STOP (**Several Times On Purpose**) to help children define whether an action is bullying. However all actions which make a child uncomfortable are not ignored and school recognises that bullying can be a single incident. We encourage children to state; '**Stop it please, I don't like it**' as a clear indication that an action is unacceptable and to talk to adults if this is not heeded.

There are many systems within school to enable children to talk with adults if they should feel unhappy. Most worries are quickly resolved.

What to do if you are concerned about your child

If you are worried about your child in school please let us know by contacting their teacher through Class Dojo or the school office.

By working together, proactive in partnership. we can ensure that every child has a happy time in school where they can learn and grow successfully.



Documents Associated with this approach
DFE - Exclusion from maintained schools, academies and pupil referral units in England
ELT- exclusion Guidance, addendum to ELT School's Behaviour Policies
Meadowbank Primary School's Anti-Bullying Policy
These documents are avalabile on the policy tab of school's website

Appendix vi

Classroom Expectations Poster

At Meadowbank we are:

Successful

- We always try our best and believe in our abilities.
- We help each other to do our best.

Hopeful

- We work hard to achieve our goals.
- We listen to adults and are honest.

Resourceful

- We are ready to learn and can problem solve.
- We look after our school and the things in it.

Caring

- We ensure that everyone is safe and happy.
- We are kind, gentle and share.

By being:

Lifelong Learners, **Leaders of Change** and having a **Lasting Legacy**

we **Flourish** and **Inspire** others.

End of document