



First Tower School
Positive Relationship
Policy 2025-26

The United Nations Convention on the Rights of the Child state:

Article 3: Everyone who works with children should do what is in the best interest of each child.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 31: You have the right to play and rest.

Article 37: No one is allowed to punish you in a cruel or harmful way.

We believe that every pupil and adult in our school has the fundamental right to learn and develop to their maximum potential, to feel safe and to be treated with respect and dignity. We believe that a positive approach to the development of good behaviour is crucial to the overall success and effectiveness of our school. We expect all members of the school community to be involved in promoting positive behaviour.

We have high expectations of everyone in our school and our principles set out the rules, routines and consistencies that all pupils and staff must follow.

This policy aims to ensure that First Tower School:

- Provides a safe and caring environment with a foundation of positive relationships where optimum learning can take place
- Promotes and encourages excellent behaviour in all pupils
- Provides clear and consistent guidance for pupils, staff and parents of expected levels of behaviour
- Ensures behaviour is supported consistently, fairly and effectively across the school
- Creates a culture of high expectations of all pupils

First Tower School has 3 Golden Rules:

1. Be Ready
2. Be Respectful
3. Be Safe

These 3 First Tower rules apply to all areas of the school building, the outside environment and when pupils are on off-site visits. The consistency of language in having just 3 rules, enables all pupils to understand what they mean, and they can become easily embedded into the life of our school.

The First Tower Rules should be displayed around school, demonstrating what each rule means in different contexts.

All staff must use calm, consistent language, and reference the applicable rule when talking to pupils about their behaviour – whether it is rewarding positive behaviour or dealing with behaviours of concern.

This policy is in 3 parts:

Part 1 – Whole School Behaviour Policy – procedures and systems for dealing with behaviour in school

Part 2 – Managing high level behavioural needs – Use of external agency support, Consistent Management Plans, Behaviour Support Plans, Safer Handling Plans, risk assessments, and use of part-time timetables and exclusions

Part 3 – Break and lunchtimes

Part 1 – Whole School Relationships

Expectations

Pupils:

Rights	Pupils will demonstrate this by:
<ul style="list-style-type: none"> • To feel safe • To be able to learn most effectively • To be treated with consideration and respect • To be listened to by the adults in the school • To know what is expected • To be treated fairly • To have their positive contributions recognised and rewarded 	<ul style="list-style-type: none"> • Following the school rules: Ready, Respectful, Safe • Treating others with consideration and respect • Listening when it is others' turn to talk • Following instructions from teachers and other staff • Attempting to settle any disagreements in a civil manner • Asking for help when they need it • Doing their best and letting others learn • Telling an adult in school as soon as possible if they know of a problem (e.g., someone has been hurt)

Staff:

Rights	Staff will demonstrate this by:
<ul style="list-style-type: none"> • To feel safe • To be treated with respect by pupils, parents/carers and colleagues • To be able to teach without unnecessary interruption • To receive necessary support from other adults 	<ul style="list-style-type: none"> • Regularly refer to 'Ready, Respectful, Safe' • Recognise, praise and promote pupil's positive behaviour • Meet and greet at the door at the start of each session • Model positive behaviours and build relationships • Establish routines in the classroom that actively promote the First Tower School Rules • Plan lessons that engage, challenge and meet the needs of all pupils • Remain calm • Follow up every time, retain ownership and engage in reflective dialogue with learners • Never ignore or walk past pupils who are not following our rules • Communicate regularly with parents/carers through consultations and school reports or, when appropriate, informing parents/carers of concerns or exceptional performance

Parents/carers:

Rights	Parents/carers will demonstrate this by:
<ul style="list-style-type: none"> • To know their child is safe • To be sure their child is treated fairly and with respect • To be sure their child is learning well and making good progress • To be able to raise concerns with staff and to be told when there are difficulties 	<ul style="list-style-type: none"> • Ensuring that their child(ren) arrive at school at the appropriate times • Treating other people's children with respect • Work closely with the school to ensure consistency • Supporting the school's system of rewards and consequences • Treating other parents/carers and staff with respect.

Rewards/Incentives

A major aim of the school policy is to encourage pupils to learn and practice good behaviour by operating a system of praise and reward. This is for all pupils. Our School Rules are necessary for the smooth running of the school and are displayed around the school building. In addition to the School Rules, each class has its class contract which is agreed with the pupils at the beginning of each year and displayed on the wall of each classroom.

We celebrate and encourage positive behaviour throughout the school appropriate to pupil's age and stage which will praise positive actions, efforts, learning traits, behaviours and standard of work. Adult's first attention should be on best conduct and will explain why they are praising rather than just saying 'well done'. Staff should routinely advertise the behaviours they do want to see. The following rewards will be in place across the school:

Instant verbal praise (smile, nod, thumbs up, high 5 etc)	This is given by all staff and should be explicit in what the good behaviour was, and where possible refer to the First Tower School Rules. E.g. "James, well done for being so respectful in the way you held the door open for others."
Recognition Board	Class teachers will tell pupils the behaviour for learning focus during the session/day and write the names of pupils demonstrating this on the board (as appropriate for the child). Marbles will be added to the class jar (or equivalent) for every name written. A whole class reward will be given when the jar is full.
'Learner of the Week' Certificates & Tea Party	Certificates will be given for exceptional demonstration of positive learning behaviours in a weekly 'Celebration Assembly'. Each week, these pupils will be invited to a celebration tea party with SLT where they will share their learning from the week and enjoy some treats.
House points	Pupils who demonstrate the First Tower School core values (Respect, Learn, Persevere) and follow the school rules (Ready, Respectful, Safe) will be rewarded with house points. Once 10 points have been reached, a counter can be given and put in the relevant column in the house points display outside the Headteacher's office. All staff to use this as positive reminders of the values and rules and the reward demonstrates achievement both individually and for the whole house. Each pupil has an individual chart –staff encouraged to give out house points freely when they see a pupil demonstrating the core values. Individual certificates: bronze, silver gold are presented in the celebration assembly once completed. The winning house each week will receive extra play and each half term a small treat for member of the winning house. Staff are reminded that house points should be given for <u>exceptional</u> demonstration of the core values (this may look different for different pupils). Pupils should average completing 100 points each term!
Termly awards	A Core Value termly award is given to a pupil from each key stage/year group for outstanding demonstration for each of the Core Values by Phase Leader (1x Learn, 1x Persevere, 1x Respect per phase).
Class internal rewards & recognition	Classes may have their own internal reward systems e.g., table points, good news notes home/emails/phone calls home to celebrate positive behaviour. The class teacher has autonomy over this as different pupils and classes have different needs, <i>however any class reward system should not replace the school systems in place as noted above</i> . The values, rules and consequences must remain consistent across the whole school and the systems in place must not undermine the Core Values underpinned in this policy. Staff should consider how these rewards can be shared with home to promote a culture of celebrating good behaviour. Staff must frame the rewards in the language of the First Tower Rules and Core Values. The aim is to develop intrinsic motivation. It is vitally important that children experience success every day, and know and understand what they have been successful in.
Sharing with other members of staff and the Senior Leadership Team	Teachers will ask pupils to go and see a member of SLT, Phase Leader or another teacher to show them their excellent work or effort and receive praise/special sticker/postcard.

Behaviour strategies and the teaching of good behaviour

Expected behaviours are taught, modelled and encouraged through a variety of methods. Assemblies are used to promote and reinforce positive behaviours. Good behaviour is promoted throughout the whole school and staff should be actively looking for opportunities to celebrate and recognise positive behaviour.

School staff verbalise and celebrate the positive behaviours which they see so that the pupil understands why what they did was the right choice. In addition, this can help other pupils to see good role models. This must not be used to shame other pupils. Establishing good routines and high expectations within the class is vitally important. Behaviour expectations need to be explicitly taught and modelled.

The use of class assemblies and PSHE curriculum are important vehicles for promoting the Core Values and First Tower Rules. We teach the pupils how to develop positive relationships, manage conflict, and treat each other with kindness and respect throughout our curriculum, both in and out of the classroom environment.

Each half term will have a 'focus rule' for the half term which assemblies and class discussions will be based upon. Each week there will be a focus of what this rule looks like in application to help teach the pupils of the expectations. For example, the focus rule for the half term is 'respect'. In week 1 there will be a focus on how we walk respectfully around the school, week 2 the focus might be about respecting the resources in our school.

The focus for each of the half terms will be shared with staff by the Deputy Head/PSHE Lead. Staff are encouraged to feedback to a member of SLT what they feel would be a beneficial focus.

The Zones of Regulation (Appendix 5) are used across the school to help teach pupils to regulate their feelings, emotions, and sensory needs. Using a shared language and approach, this systematic approach to teaching pupils about their feelings help to develop independence in regulating their responses to different feelings and emotions. Staff training will be given, and the language of the Zones and associated strategies should be displayed in classrooms and language consistently used with all pupils to help to teach pupils how to regulate themselves.

Opportunities to be involved in structured play, lunchtime clubs, and access to resources are designed to promote positive behaviour on the playground through OPAL (Outdoor Play & Learning). Where pupils struggle with this, further intervention is planned for, implemented in liaison with the SENCO/Nurture Lead/Wellbeing Lead and/or Deputy Headteacher using small groups, or bespoke plans which would be indicated on an individual Behaviour Support Plan.

The movement of pupils around school must follow the 3 First Tower School Rules. All staff are responsible for ensuring these are carried out and must be proactive in ensuring compliance to these rules. Part of this is in ensuring good routines are established and regularly rehearsed – for example, walking to assembly in a safe and respectful manner, transition times etc. Consistency in language is incredibly important in helping pupils understand the expectation and clear visual displays modelling expectation:

- 'At First Tower School we.....'
- Use of language of the **Core Values** and **First Tower Rules**
- Using 'thank you' rather than 'please' at the end of an instruction
- Offer a choice – e.g. 'In your drawer, or on my desk. Thank you'
- 'Fantastic Walking' – hands behind back, walking on the left hand side of the corridors/stairs, in line order.

Persistent low level behaviour concerns

In the first instance, discussions should take place between the Class Teacher, Phase Leader and SENDCO. It may be decided that the pupil will be put on 'report' which means that they will receive an individual chart to record behaviour and shared with parents. The class teacher should meet with parents beforehand to discuss.

The role of Verbal and Non Verbal Cues

School staff verbalise and celebrate the positive behaviours which they see so that the pupil understands why what they did was the right choice. In addition, this can help other pupils to see good role models. Staff are encouraged to use verbal and non-verbal cues to celebrate behaviours and support responsible decision-making:

Routines	Verbal Cues/Recognition	Non-verbal Cues/Recognition	Non-Compliance
All pupils to walk through the school (<i>Fantastic Walking</i>).	Thank you for fantastic walking, well done!	Thumbs up Smile	Ask pupil(s) to repeat behaviour correctly by going back and walking. "At First Tower School we walk through the corridors to keep everyone safe."
All children must line up quietly.	Line up quietly, thank you. Sit back down. Let's try again. Well done for lining up quickly and quietly.	1,2,3 signals 1. Stand up 2. behind chair/push in chair 3. Sit down/come to carpet/line up etc	Ask pupil(s) to repeat behaviour correctly by going back and sitting down and trying again. "At First Tower School we move around safely."
During lesson times, only one child can visit each toilet at a time.	Only one child at a time can visit the toilet.	Class Team to monitor sensible use of the toilets and use signing in/out sheets or toilet passes if necessary	
When working in the corridor, individuals and groups of children must remember to use a quiet, indoor voice.	Thank you for using your indoor voice. The other classes will appreciate you using your indoor voice, this showing them respect and will help them to learn.	Fingers on lips	Ask pupil(s) to stop and remind them. If necessary, repeat behaviour correctly by going back and walking quietly. "At First Tower School we show respect by walking through the corridors quietly to not disturb others."
At the end of break times, the whistle is blown twice. First means to tidy up. On the 2 nd whistle, children stand still and individual classes are called to go in by their class teacher. Teachers collect children from the playground and supervise walking back to class.	Thank you for standing silently. You are showing me that you are ready to learn. Fantastic walking back to class please.	Raise hands (for silence) Clapping games Rhythm games	Additional practice of 'freezing' if required.
At the end of the school day, staff to send one table group at a time to get their belongings. All children then return to the classroom. Children in Nursery to Year 2 to be released through classroom doors, whilst Y3 exits through the balcony and Years 4-6 exit through the upper playground whilst waiting with their teacher. Teachers to be accessible to parents. All Class Teachers to be visible.	Staff to make a concerted effort to be visible when it is for the purpose of praise. Share wow moments from the day with specific parents. Build up a positive relationship from the offset and throughout the year.	When parents need to be contacted regarding behaviours of concern, please do this via a phonecall or an after school meeting. Always end the day with a smile!	
Praise in public, criticise in private: shaming pupils does not result in better behaviour, it simply drives resentment and damages self-esteem.			

Positive recognition is a key part of our approach to supporting behaviour at First Tower School. Children should be recognised for following the school rules. Adults are encouraged to share this with parents and the wider community through notes or phone calls home, or speaking to parents at the end of the school day.

All adults at First Tower School will adhere to the following principles when working with children:

- Routinely use, model and reinforce the First Tower School Rules and routines
- Notice and pay attention to best conduct first, to encourage others to follow. The 95% of children doing the right thing need to know they will be noticed first.
- Be proactive in recognising and celebrating children who follow the rules, ensuring children know why they have been successful – whilst not shaming others indirectly through this.
- Respond to behaviours of concern in a consistent and calm manner. Be in control of their emotions before dealing with a child’s emotions. Dysregulated children need regulated adults.
- Meet and greet children at the classroom door every session to set a positive tone.
- Reflect on behaviours of concern in private, although it is acknowledged that this isn’t always possible
- Try to ignore secondary behaviours at the time, if not causing further disruption (although should refer to later, once calm).
- Always follow up with the pupil for a debrief / restorative practice
- Have resolution/restorative meetings when appropriate
- Use logical consequences that are linked directly to the action/behaviour
- Involve and engage parents in the process
- Demonstrate ‘deliberate botherdness’ – show deliberate acts of care, genuine interest in pupils, to build supportive relationships.
- Use positive practice to help teach expectations – e.g. If running in the corridor, repeat behaviour correctly by going back and walking. “At First Tower School we walk through the corridors to keep everyone safe.”

Strategies for supporting behaviours of concern:

We acknowledge that at times during a pupil’s time at school, they may find the expectations at school challenging. While positive behaviour strategies are employed there are times when behaviours need to be addressed and supported by an adult. For many pupils the first warning stage will rectify the situation.

There is a 5-step process which should be followed:

- **Blip**
- **First Reminder**
- **Second Reminder**
- **Reflection time**
- **Restore**

Some behaviours will need to be addressed by going straight to ‘Reflection Time’ due to the seriousness of the behaviour.

The age, context and location of the incident will determine how and where the ‘Reflection Time’ is spent. It may be appropriate for the pupil to spend time sitting out of the activity, going to a different part of the room, stepping outside the class, going to another class or space, or being sent to another member of staff.

Behaviours that lead to ‘Reflection Time’ (either through the warning system or straight to time out to reflect) must be recorded on Class Charts. If a situation requires another member of staff to support, this will also be recorded on Class Charts and parents may need to be informed.

The following demonstrates how the 5-step procedure works:

Stage	Action Purple – script for adult to use Example of a situation NB – language used by the member of staff might be adjusted depending upon the pupil’s age/stage
Blip (reminder) (not logged)	A reminder is needed of the rules. Could be a non-verbal cue (teacher stare, moving position to stand by the pupil or a private reminder. I noticed you chose to ... (noticed behaviour) This is a reminder that the school rule is that we need to be (respectful, safe, ready). Remember to make a good choice. Thank you. I noticed that you are playing in a rough way. This is a reminder that we need to be safe in the playground. Remember to make a good choice.
First Reminder (delivered privately where possible) (not logged)	A clear verbal warning reminder of the rules and explanation of what will happen if the behaviour continues. I noticed you ... (noticed behaviour) This is the second time I am reminding you about not being (respectful, safe, ready). Do you remember when... (models of previous good behaviour). That’s what behaviour I expect from you and I know you can make good choices. Thank you for listening. I noticed that you are distracting the pupils around you. This is the second time I am reminding you about being ready to do your learning. Do you remember yesterday when you really focused on your writing and you were proud. That is the behaviour I’d love to see and I know you can make good choices. Thank you for listening.
Second Reminder (not logged)	Speak privately and temporarily move the child to remove from distractions - might be to the front, move to back, on a bench etc... Offer positive choice and remind them of previous examples of good behaviour. Move back after period of calm. I noticed that you have continued to ... (noticed behaviour). You are not making good choices and I am now moving you to (another table, outside the classroom, bench if playtime) to help you make the right choices - I know you can make good choices. Thank you for listening. I noticed that you are distracting the pupils around you. I have already spoken to you about being ready to do your learning. If you choose to break the rules again, I will have to ask you to have a time out to reflect in (another class/a bench). I know you can make good choices. Thank you for listening.
Reflection Time (logged using Class Charts)	The pupil will be asked to have a set time out of the situation with the time spent out depending upon the behaviour which has occurred. The time will be as short as possible and in relation to the age/stage of the pupil. Pupil’s will be given a Reflection Time sheet/card (appendix 4) to help them with restoration, which will be followed up by the member of staff (usually at the start of the next break). I noticed you... (noticed behaviour) You need to ... (go to a breakout space/quiet area, go to another year, go to see a member of the Senior Leadership Team, go to the Headteacher). Playground – You need to stand by me, go to another member of lunch staff, sit on the bench. I noticed you are using rude words. You are breaking the rule of being respectful, this means you need to go and sit in the breakout space. I will come and speak to you in 2 mins. Thank you for listening. If a pupil is given Reflection Time, this will be recorded on SIMS/Behaviour Log by the member of staff.
Restore	After a Reflection Time the member of staff will use the reflection sheet/card to help follow up, repair and restore. If there is a situation with two pupil’s the ‘solve it together’ technique will be used. The member of staff will ask: 1. What rules do we need to work on? 2. Who did this affect? 3. What do we need to do to make things right/better? Pupil’s will need differing support depending on their emotional literacy.

Extreme and serious behaviours

These behaviours may include:

- Verbal abuse with intent to cause harm
- Physical contact with intent (e.g., purposely kicking/hitting)
- Dangerous behaviour that puts the safety of others and/or self at risk
- Swearing or inappropriate language (racial/homophobic language)

The seriousness of these behaviours may require additional intervention to that outlined in the 5-step process. The consistency of language and restorative approach after the incident are still vitally important to ensure relationships are repaired and pupils are best supported.

The staff at First Tower School have MAYBO training which focuses on de-escalation techniques and this will be used first in any serious/extreme situations. Should staff be unable to guarantee others' safety, professional discretion must be used to decide whether to evacuate the area.

These extreme behaviours will often require the immediate support of another member of staff, or even the SLT, to either cover the class whilst the teacher/support staff deals with the incident, or for the member of SLT to deal with the incident. It is important that the class-based adult is seen by the pupil to deal with or be involved in the process and therefore maintains respect and relationship with the pupil.

The appropriate sanction will be dealt with collaboratively – dependent upon the need of the pupil, the consequences outlined on any Behaviour Plan already in place, the severity of the incident and, if applicable, the tariffs set out in the Positive Behaviour, Exclusions and Part Time Timetables Policy (CYPES).

A behaviour incident report form (see appendix 7) should be completed by the lead member of staff involved in the situation. This will then be uploaded to SIMS and sent to the relevant members of staff and parents should be informed privately by the class teacher (either telephone or face to face).

Extreme and serious incidents should be logged on the Government of Jersey incident log as well as Class Charts. The incident report PDF should then be saved on T/sensitive/health&safety/

Part 2 - Managing High Level Behavioural Needs

At First Tower School, we recognise that universal systems are unlikely to meet the needs of all pupils. Pupils who need a higher level of support with their behaviour will have a bespoke Behaviour Support Plan. This may include a Consistent Management Plan, risk assessments and procedures for staff in supporting behaviour. The school rules still apply to pupil's requiring this additional support, but the approaches to helping and support the right behaviour choices requires a more bespoke approach than outlined in Part 1.

Pupils who are persistently breaking the school rules will have a behaviour plan and targets agreed using the format found in the appendices of this policy. This will involve input from parents, teachers, support staff and other senior members of staff e.g. SENCo or Deputy Head. The plan will be shared with all members of staff working with the pupil.

There are 2 levels of behaviour plan (examples can be found in Appendix 9):

1. **Behaviour Support Plan** – this is often short term, specific to a certain part of the school day that a pupil is struggling with, or about one or two specific behaviour targets the pupil is working on. This may be in the form of a 'one page profile' for a pupil, or in the format of a behaviour report card – time bonded, with an identified target, and means of recording whether the pupil has been successful in achieving the target at different points of the day/week. This should be regularly reviewed, and it would be expected that progress leads to the removal of this plan over time. This plan should be shared with staff and accessible for supply teachers.
2. **Consistent Behaviour Management Plan** – Using the template provided by SEMHIT, a Consistent Management Plan is designed to help support the needs of the individual through identifying baseline, rumbling, and crisis behaviours. This will be unique to each pupil with strategies that motivate the required learning that work best and meet the needs of the pupil. The plan outlines what works well for the pupil, known triggers, and effective ways of supporting their identified need. The plan is devised in partnership between the adults who work most closely with the pupil, the SENCO, class teacher, teaching assistant, and on occasions an advisor from SEMHIT. Parents should also be included in the formation and review of the plan. The plan should be a working document and updated accordingly. A pupil at this level of behavioural support may also require a risk assessment and Safer Handling Plan. Staff who feel a pupil should have a Consistent Management Plan should discuss this in the first instance with the SENCO.

The process for the writing, review and management of the plan can be found in Appendix 8.

If a member of staff is faced with a potentially aggressive (physical or verbal) situation where they feel their own safety or the safety of others is at risk e.g., being in a room where a pupil is clearly emotionally heightened and aggressive, then a dynamic risk assessment of the situation is required and pupils and adults may need to evacuate the space. The staff member would inform any member of staff as soon as possible of the situation so that help and support can be sought. This could include a phone call to a senior member of staff, calling for help or asking a pupil to get another member of staff.

At this point a member of SLT would be involved.

Following any extreme incidents, the staff team involved will meet with the SLT member who supported and debrief/review the incident and decision making will be shared - this could be done at lunch or straight after school. It may be at this meeting the Behaviour Plan is amended/adjusted in light of current concerns. At this meeting, it will be agreed who is contacting parents, how this is communicated and how it is followed up.

A Behaviour Incident Form must also be completed and uploaded to SIMS. A copy of this will be shared with parents and the relevant members of staff.

Consequences of extreme and serious behaviours might include:

- internal suspension from the classroom or playground for a fixed period of time
- external suspension from the school/playground for a fixed period of time
- referral to Education Inclusion Team (for persistent behaviours)
- parent/carer meetings with Head/Deputy Head/SENCO over a period of time to agree strategies of support and monitor effectiveness and impact.

Planned Non-Restrictive and Restrictive Physical Intervention will only be used a last resort according to agreed plans. This can only be carried out by staff, who have received relevant training and are named on the pupil's plans. There may be occasions where emergency interventions need to take place, however this will only occur to support the best interests of the pupil, their safety or the prevent of accident or injury to themselves or others. This will only be used as stated in the CYPES policy 'Positive Behaviour and Exclusions'. In these circumstances, a safer handling plan will be put in place. When restrictive physical intervention has taken place, a completed RPI form will be sent for review to SEMHIT. Where pupils may require safer handling, a 'Safer Handling Plan' and 'risk assessment' will be completed which will be regularly reviewed and parents must sign.

Suspension is for a specified number of days. The Headteacher may suspend a pupil for up to 5 days at any one time, up to a maximum of 15 days in any one school term. For longer suspensions the Head must obtain the agreement in writing from the Chief Education Officer. Please see the CYPES policies 'Positive Behaviour and Exclusions' and 'Part-time Timetables' for more details and a breakdown of suspension tariffs for given behaviours.

Where the Headteacher has assessed that there is a Child Protection issue or criminal issue relating to an assault, contact with outside agencies (Social Services, Police, CYPES etc.) will be initiated.

Internal exclusion and external exclusion are seen as the very last resort and we will work tirelessly and proactively with pupils and parents to prevent this from occurring.

Pupils, teachers and parents will also receive support (as required) from other agencies such as Social, Emotion, Mental Health inclusion team, Educational Psychology, Well Being, Autism and Social Communication Inclusion Team. Please refer to the 'Positive Behaviour, Exclusions and the Use of Part Time Timetables' Policy.

Working closely with parents to provide a consistent approach to managing a pupil's behaviour will have the biggest impact, and thus communication and support is vital.

Part 3 Break and Lunchtimes

Adults on break or lunch duty are expected to:

- Turn up punctually
- Ensure the space is safe and secure
- Be proactive and aware of areas which are less visible, agreeing their 'zone' of supervision with other staff on duty.
- Intervene proactively in pupil activities to ensure the 3 First Tower School rules are being promoted and followed.
- Use playtime rewards to recognise and praise positive behaviour choices
- Follow the expectations set out in OPAL training
- Use deliberate calm
- Follow the principles of how behaviour is managed set out in Part 1 of this policy.

The role of duty staff is to provide a safe and enjoyable environment for pupils. Staff must positively manage behaviour in line with the ethos, rules and consequences lined out in this policy.

The same 5 step process should be followed when dealing with poor behaviour:

Blip

First warning

Second warning

Reflection time

Restore

If a pupil is given Reflection Time, this must be recorded using Class Charts.

Where patterns, or concerning behaviours are being recorded, the next steps will be decided, and parents will be informed.

Depending on the age and needs of the pupil, the member of staff on duty may ask that the Reflection Time is spent on a bench in the playground, or it may be by standing with a member of staff or sitting out of the play they were involved in for a set period of time (usually 5 minutes). The pupil must be told which school rule it is they have broken. An opportunity to restore the relationship and learn from the event needs to be given.

If a pupil refuses Reflection Time, ensure they have been given take up time, and de-escalation strategies implemented. If they continue to refuse, a member of the SLT should be called to assist.

Any incidents of a more serious nature will result in the pupil receiving an immediate Reflection Time. The severity of the incident will determine whether a further consequence is required.

Fighting or deliberately hurting others will not be tolerated. SLT should be called for any pupil who is fighting or hurting others. The next steps and consequences will be agreed, recorded and actioned by the member of SLT.

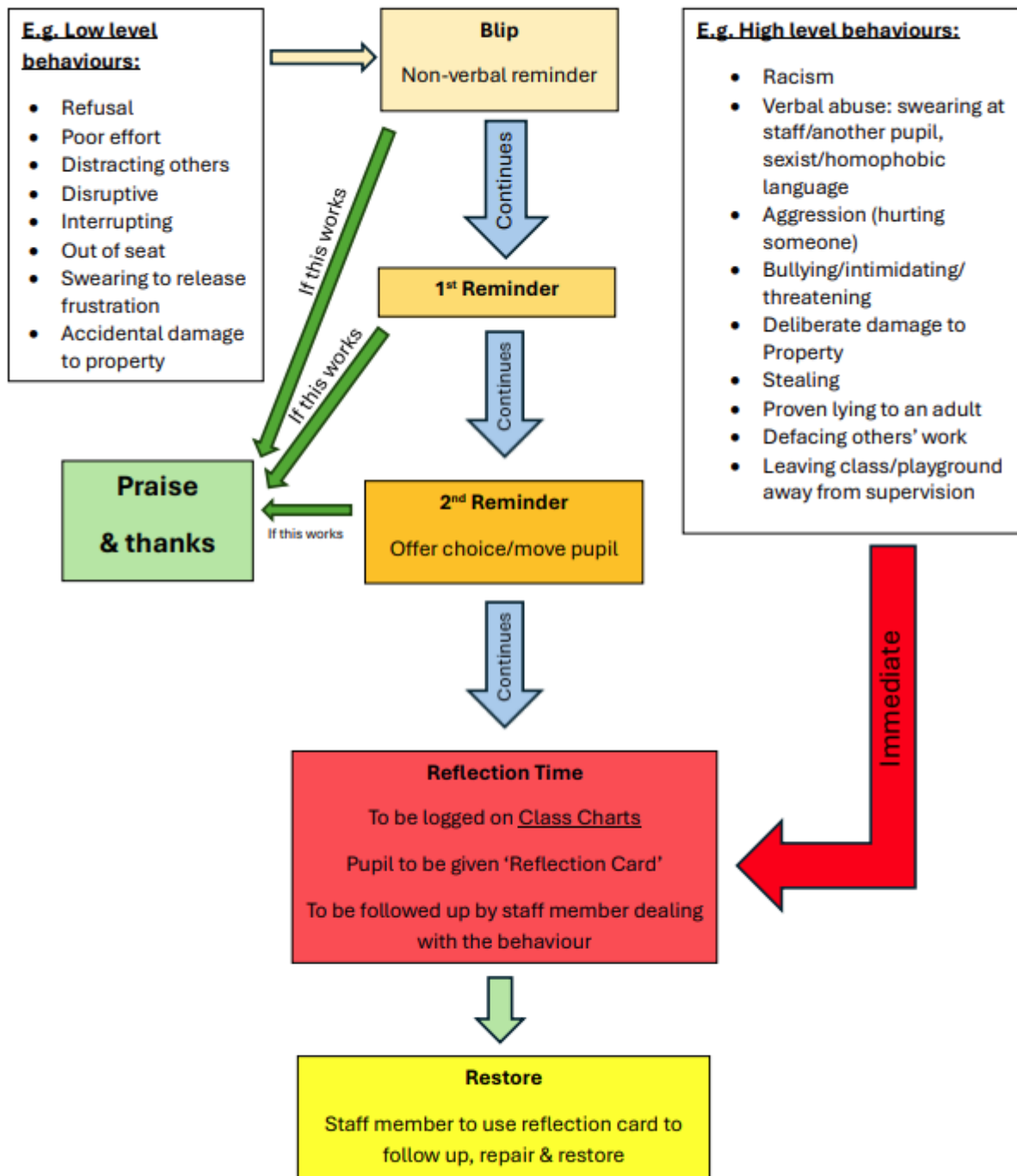
Staff who deal with the behaviour incident on the playground are responsible for completing the behaviour log at the time of the incident, ensuring that records are accurate.

Policy:		Positive Relationships Policy	
Reviewer:		Shelley du Feu	
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Reviewed:	September 2024		
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Reviewed:	January 2026		
Links to other relevant policies		<u>CYPES:</u> Keeping Children Safe in Education- 2021 Positive Behaviour, exclusions and part time timetables <u>First Tower Policies</u> counter bullying policy, biting policy, physical restraint, playground procedures, inclusion policy, 2-way radio procedures, OPAL policy	
Key Reading / research underpinning this policy		The United Nations Convention on the Rights of the Child Education Endowment Foundation – Improving Behaviour in Schools Bill Rogers - Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support When the Adults Change, Everything Changes – Paul Dix Teaching Walkthrus – Tom Sherrington Running the room – Tom Bennett	
Changes to this policy at review		Changing from use of SIMS to Class Charts	

Appendices:

Positive Relationship Flow Chart
 3 First Tower School rules
 Graduated approach to managing behaviour guidance
 Reflection sheet
 Zones of Regulation
 Serious Incident Report Form
 Behaviour Support Plan & Consistent Behaviour Management Plan
 Report of an incident of Restrictive Physical Intervention (RPI)
 Safer Handling Plan
 Positive Support Strategies

Positive Relationship Flowchart



Pupils who are persistently receiving negative points will be visited by the Phase Leader. Class teacher will liaise with Phase Leader and Parent regarding the introduction of a report card.

At First Tower School we are



Ready

Ready is right time,
right place, right attitude.

Respectful

Respectful is caring for
ourselves, our people
and our environment.



Safe

Safe is taking actions
that look after myself
and others.



Appendix 3 – Graduated Response to Regulating Behaviour

	Level 1	Level 2	Level 3	Level 4
WHO BY	Classroom staff or staff who witnessed the incident	Classroom staff or staff who witnessed the incident Record on behaviour log/SIMs	Phase leaders in consultation with classroom staff or staff who witnessed the incident Record on behaviour log/SIMs	SLT in consultation with phase leader, classroom staff or staff who witnessed the incident Record on behaviour log/SIMs
SOLUTIONS	Quiet reminder of school values, e.g. At First Tower, we expect you to: - Be Respectful / Be Safe / Be Ready Parallel Praise (praise the person next to them) Repair – working with the child to put this right, e.g. I see that you are..., I wonder if..., How can we fix this? How can I help you to put this right?	Quiet reminder of school values, e.g. At First Tower, we expect you to: - Be Kind / Be Respectful / Be Honest / Work Hard Parallel Praise (praise the person next to them) Repair – working with the child to put this right, e.g. I see that you are..., I wonder if..., How can we fix this? How can I help you to put this right? Class Teacher to have a conversation with parents, either by phone or privately in school Positive Behaviour Checks with Classroom staff	Quiet reminder of school values, e.g. At First Tower, we expect you to: - Be Kind / Be Respectful / Be Honest / Work Hard Parallel Praise (praise the person next to them) Repair – working with the child to put this right, e.g. I see that you are..., I wonder if..., How can we fix this? How can I help you to put this right? Class Teacher/Phase Leaders to have a conversation with parents, either by phone or privately in school Positive Behaviour Checks with Phase Leader Referral to external agencies in liaison with SENDCo, if appropriate	Quiet reminder of school values, e.g. At First Tower, we expect you to: - Be Kind / Be Respectful / Be Honest / Work Hard Parallel Praise (praise the person next to them) Repair – working with the child to put this right, e.g. I see that you are..., I wonder if..., How can we fix this? How can I help you to put this right? SLT to have a formal meeting with parents Positive Behaviour Checks with Phase Leader/SLT Referral to external agencies in liaison with SENDCo, if appropriate
REFUSAL	<ul style="list-style-type: none"> - Not sitting on chair properly - Not listening - Making a poor effort - Not following uniform/jewellery policy - Initial refusal to follow an instruction - Wandering around the classroom - Telling lies directly to an adult 	<ul style="list-style-type: none"> - Leaving the classroom without permission (staying within the supervision of adults) - Refusing to do work or avoiding work - Refusing to come out of the toilet or a hiding place - Telling lies directly to an adult to get someone else in trouble 	<ul style="list-style-type: none"> - Leaving the classroom without permission (not staying within the supervision of adults) - Refusing to follow any instruction from any member of staff 	<ul style="list-style-type: none"> - Leaving the school site without permission
VERBAL	<ul style="list-style-type: none"> - Calling out - Interrupting - Inappropriate chattering - Answering back or interrupting rudely - Name calling or unkind remarks - Swearing to release frustration - Swearing under breath or indirectly - Insulting families or loved ones 	<ul style="list-style-type: none"> - Using language which offends others - Swearing to make people laugh 	<ul style="list-style-type: none"> - Swearing directly to intentionally hurt or abuse someone - First instance of verbal abuse (racist, sexist or homophobic) 	<ul style="list-style-type: none"> - Serious verbal abuse (racist, sexist or homophobic) - Harmful Sexual Behaviour - Taunting or harassment
DAMAGE	<ul style="list-style-type: none"> - Interfering with others property - Accidental damage to school or personal property - Minor deliberate damage to property - Deliberately throwing or kicking small items 	<ul style="list-style-type: none"> - Defacing others' work - Deliberately damaging school or others' property 	<ul style="list-style-type: none"> - Proven stealing of school or personal property - Substantial damage to school property 	<ul style="list-style-type: none"> - Arson - Serious deliberate damage to school or personal property
DISRUPTIVE	<ul style="list-style-type: none"> - Distracting others - Fiddling with things - Not sitting on the carpet properly - Encouraging others to misbehave by laughing at their poor behaviour choice 	<ul style="list-style-type: none"> - Disrupting the class so learning is affected - Manipulating others to make a poor behaviour choice 	<ul style="list-style-type: none"> - Persistent disruption of the learning in class 	<ul style="list-style-type: none"> - Significant disruption to learning in class - Using threats to force others to make poor behaviour choices - Extortion

Which school rule do you need to work on?

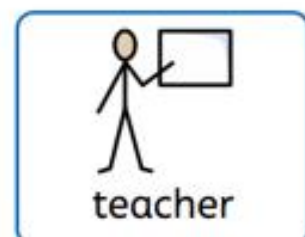
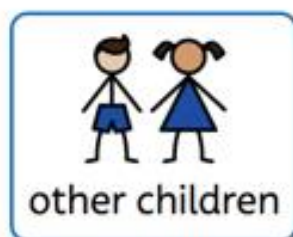


What zone are you in now?



What zone were you in?

Who was affected?



How are you going to make it right?

What will you do differently to prevent it happening again?

The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>



Record of Incident

Date:	Time:	Location:
Adults/Children involved:		
Details of Incident		
Outcome/ Actions:		
Reported to: Time:		
Signed:	Date:	

Record of Unregulated Events / Behaviours
(In weeks since Consistency Plan Introduced)

Pupil Name D.O.B.		Class Teacher: School:		Date of plan: Review date:
Strengths:				
What are the possible functions of the behaviour:				
Targets area/need:	(SEMH Interventions) How will it be met?	Who is responsible?	When will it be completed by?	How will you know Target has been achieved?
<u>Baseline Behaviours</u>		<u>Positive Reinforcement Strategies (related to Baseline Behaviours)</u>		
<u>Triggers</u>		<u>Primary Preventative Strategies (related to Triggers)</u>		
<u>Rumbling Stage Behaviours</u>		<u>Secondary Preventative Strategies (related to Rumbling Stage Behaviours)</u>		
<u>Crisis Stage Behaviours</u>		<u>Tertiary Reactive Strategies (related to Crisis Stage Behaviours)</u>		
<u>Recovery Stage Behaviour</u>		<u>Secondary Supportive Strategies (related to Recovery Stage Behaviours)</u>		
<u>Post Crisis Depression Stage Behaviours</u>		<u>Support Strategies (related to Post Crisis Depression Stage Behaviours)</u>		

What happened?	Date/time	Where did it happen?	Who Witnessed it	What colour/number level did the event reach?	
				rumble	crisis
				0 -----5-----10	
Week 1					
1.					
2.					
3.					
Week 2					
1.					
2.					
3.					
Week 3					
1.					
2.					
3.					
Week 4					
1.					
2.					
3.					
Week 5					
1.					
2.					
3.					
Week 6					
1.					
2.					
3.					

Review of Pupil Interventions related to Targets

Target need / area	(SEMH Intervention) How will it be met?	Who is responsible?	When will it be completed by? (start date/finish date)	How will you know Target has been achieved? (Starting data/finishing data)
1. Date:				
2. Date:				
3. Date:				
4. Date:				

Appendix 10: Report of an incident of Restrictive Physical Intervention (RPI)

Report of an incident of Restrictive Physical Intervention (RPI)

- This form is for recording **Restrictive Physical Interventions (Holding and Escorting)** please send to SEMHIT after completion.
- For recording Non-Restrictive Physical Interventions (Guiding and Disengagement) please use appendix...and keep a record at school.

Student Name:	D.O.B:
School:	Is the pupil a looked after child? No yes

Does the pupil have a Safer Handling Plan? Yes	If yes - Date it began: If no – Date Safer Handling Plan to be introduced:
--	--

List the staff that are trained in Maybo, Safer Handling - **Children**/Adolescent PI and are listed on the Safer Handling Plan:

Justification for Physical Intervention: Education (Jersey) Law 2017

- 1. Committing any offence**
- 2. Causing personal injury to, or damage to the property of, any person (including the child himself or herself); or**
- 3. Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.**

*(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)
Plus necessary, reasonable and proportionate.*

Types of Restrictive Physical Interventions

- 1. (Escorting) Handling – restrictive**
(Hook and interrupter escort, Reverse hook and interrupter escort, Support to floor, Wrap escort, Wrap turn and reverse, Hip hook and turn, Team turn. Cross body escort to be used with adolescents only.)
- 2. (Holding) Handling – restrictive**
(Kneeling hook and cradle containment, Containment with hooks, Seated hook and cradle, Wrap hold, Wrap wall recovery Single wrap and hook containment.)
- 3. (Seated and kneeling) Handling – restrictive**
(Seated hook and cradle, Seated wrap, Wrap support to ground, Switch kneeling to seated, Re-engagement.)

The Incident

Date/Time of Restrictive Physical Intervention	Duration Start finish/time	Description of behaviour	Justification for Restrictive Physical Intervention (See above grid)	Types of RPI used (See above grid) Was the RPI used as part of a Planned Intervention? If yes, please attach Positive Handling Plan.	Staff Involved with RPI. (Physically or as an observer) Pupil witnesses

Review of Incident of Restrictive Physical Intervention (RPI)

- After completing the **Report of Restrictive Physical Intervention** (Holding and Escorting) please send to SEMHIT.

- The school and SEMHIT should review the Incident using the following format. It is current policy and good practice for schools/staff to review any incident that involves an RPI.

Post-incident student and staff supports

Did pupil or staff require first aid or admission to hospital? Where individuals monitored during and after the event? Please describe any injuries sustained.	How the pupil and staff were supported after the incident? How the pupil was supervised and supported after the incident of RPI? How were staff supervised and debriefed, appropriate to the individual's needs?	How the pupil/staff conflict was resolved and if appropriate were restorative processes used? How the feelings of those were involved heard?	What training needs have arisen as a result of the incident? What organisation changes could be made to reduce the chance of RPI occurring again?

Review of incident

Antecedents or build up leading to the need for RPI. What triggered the behaviour? <i>(Maybo POPS - Person, Object, Place, Situation)</i>	What de-escalating techniques were used prior to the RPI? <i>(Maybo Open Palms – position, attitude, look and listen, make space, stance. Maybo Safer Model – Step back, assess, find help, evaluate options and respond)</i>	What was successful about the management of the incident and the staff responses? <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)</i>	What could change to reduce the chances of RPI from being used again? <i>(Maybo Risk reduction Model - Primary, secondary and tertiary)</i>

Appendix 11: Positive Safer Handling Plan

Positive Safer Handling Plan to accompany Individual Students

- When the Consistent Management Plan and Risk assessment indicate the likely need for school staff to use Restrictive and Non-restrictive Physical Interventions.
- Restrictive and Non-restrictive Physical Interventions include: Disengagement, Guiding, Escorting and Holding.
- All staff listed on the plan must have attended up to date training in Maybo Conflict Management and Safer Handling – **Children** or **Adolescent**
- SEMHIT will offer refresher training on a regular basis to ensure school staff are confident and safe to carry out Restrictive and Non-restrictive Physical Interventions.

Student Name: School:		D.O.B: Is the young person a looked after child? yes / no	
Date Safer Handling Plan to be introduced:		Review date:	
List the staff that are authorised by the head teacher to carry out Restrictive and Non-restrictive Physical Interventions:			
People involved in contributing and developing this plan, including the pupil and parents/carers:			
What behaviours may occur which may require the use of N-RPI and RPI.	What preventative measures or positive reinforcement strategies could be implemented? <i>(Maybo Risk reduction Model - Primary, secondary and tertiary)</i>	What de-escalating techniques could be used to prevent the use of N-RPI and RPI? <i>(Maybo Open Palms – position, attitude, look and listen, make space, stance. Maybo Safer Model – Step back, assess, find help, evaluate options and respond)</i>	What types of Restrictive and Non-restrictive Physical Interventions could be used? <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful) Plus necessary, reasonable and proportionate.</i>
1.			
2.			
3.			
4.			
I the parent/carer of _____ Have discussed this Positive Handling Plan and agree to _____ Being guided, escorted or held if the staff assesses that there is no alternative for his/her own safety and the safety of others.		On behalf of the staff of _____ school. I undertake to ensure that we inform the parents/carers of: On each occasion that we have to guide, escort or hold _____ safely.	
Signed:	Dated:	Signed : (Head Teacher)	Date:
Justification for Physical Intervention			
Justification for Physical Intervention: Education (Jersey) Law 2017			

4. **Committing any offence**
5. **Causing personal injury to, or damage to the property of, any person (including the child himself or herself); or**
6. **Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.**

(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)

Plus necessary, reasonable and proportionate.

Maybo moral and ethical values –

Treat children with respect and dignity. Act in their best interests. Maintain positive relationships. Just because it is lawful doesn't mean it's right.

All Physical interventions carry risk of: Physical harm, stress and emotional trauma therefore it is seen as a last resort.

Types of Physical intervention (Red – children, Blue - adolescent)

Types of Physical intervention: Non-Restrictive Physical Interventions.

4. **(Disengagement) Self-defence – protecting against assault.**
(Open Palms, Roofs and walls, Grab prevention, Active Palms, Cradle off, Strong clothing grab, Bomb shelter exit, Hair grab, Object removal.)
5. **(Guiding) Non-restrictive**
(Shepherding, Supportive prompt.)
6. **(Guiding) Low level Restrictive**
(Cradle guides, Hook and cradle guide and turn, Front and rear shoulder turn, Elbow turn.)

Types of Physical intervention: Restrictive Physical Interventions

7. **(Escorting) Handling – restrictive**
(Hook and interrupter escort, Reverse hook and interrupter escort, Support to floor, Wrap escort, Wrap turn and reverse, Hip hook and turn, Team turn. Cross body escort to be used with adolescents only.)
8. **(Holding) Handling – restrictive**
(Kneeling hook and cradle containment, Containment with hooks, Seated hook and cradle, Wrap hold, Wrap wall recovery Single wrap and hook containment.)
9. **(Seated and kneeling) Handling – restrictive**
(Seated hook and cradle, Seated wrap, Wrap support to ground, Switch kneeling to seated, Re-engagement.)

Views of pupil

What are the feelings and views of the pupil in relation to the Safer Handling Plan?

Appendix 12: Positive Support Strategies

Positive Support Strategies

- These are generic support strategies to accompany the different stages of the risk reduction model
- These strategies could be included in the Consistent Management Plan.
- This is not a completed list and schools need to be aware that any positive support strategies should be personalised to an individual and therefore appropriate to meeting the pupil's needs.

Positive Reinforcement Strategies (related to Baseline Behaviours) *(Maybo Risk reduction Model - Primary, secondary and tertiary)*

Reminder of expectations and positive consequences of their choices

Reminder of choices and take up time to prevent negative consequences of their choice – could be presented in a pupil friendly flow diagram.

Pupil views sort and co-production of target setting and what helps the pupil.

Communication passport

SEMH assessments leading to targeted interventions.

Opportunities for pupils to be successful within social situations planned and supported by staff.

Establishing a team of staff around the pupil that meet regularly to plan for success

Regular staff supervision of this team, working with this pupil

Opportunities for pupils needs to be met in positive ways rather than through negative behaviours

Regular pupil pastoral support and feedback

Establishing and agreeing a Consistent management plan.

Programmatic supports – plan for success.

School to use preferred learning styles to engage pupil in the curriculum.

Adapting curriculum arrangements to reflect challenge, choice and structure levels which are appropriate to the pupils assessed learning needs.

Adapting group arrangements to promote positive peer models and minimise inappropriate contact.

Adapting furniture and equipment to minimise movement and frustration

Allow for regular movement breaks, brain breaks and anxiety reducing activities.

Providing extra staff support at unstructured with peers, transitions at the beginning, during and end of day.

Primary Preventative Strategies (related to Triggers) *(Maybo Risk reduction Model - Primary, secondary and tertiary)*

Active listening

Time for reflection in safe places with preferred adults

Time for reflection away from others

Verbal advice by preferred adults

Option of safe places with preferred adults

Humour

Change of task

Take up time to allow for good choice to be made by pupil

Good choices reminder/ bad choice reminder

Options explained

Planned ignoring

Environmental adaptation – place, individuals and situation

Secondary Preventative Strategies (related to Rumbling Stage Behaviours)

(Maybo Risk reduction Model - Primary, secondary and tertiary)

(Maybo Open Palms – position, attitude, look and listen, make space, stance.)

(Maybo Safer Model – Step back, assess, find help, evaluate options and respond)

Non-verbal reminders

Providing positive choices

Time with preferred adults and environments they feel safe in.

Staff to notice pupils, to be seen.

Staff to provide safe environment alongside know staff.

Staff to sooth through emotional connection and empathic approaches.

Staff to make pupil feel secure through being seen, soothed and providing a feeling of safety.

Tertiary Reactive Strategies (related to Crisis Stage Behaviours)

(Maybo Risk reduction Model - Primary, secondary and tertiary)

(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)

Physcial intervention - to keep them and others safe.

Agrees key stratergies when managing challenging behaviour – through handling plan.

These reactive stratergies to be shared with parents/carers and pupils

Review meetings of incident to improve practice and learn from experience

Secondary Supportive Strategies (related to Recovery Stage Behaviours)

Non-verbal reminders

Providing positive choices

Time with preferred adults and environments they feel safe in.

Staff to notice pupils, to be seen.

Staff to provide safe environment alongside know staff.

Staff to sooth through emotional connection and empathic approaches.

Staff to make pupil feel secure through being seen, soothed and providing a feeling of safety.

Support Strategies (related to Post Crisis Depression Stage Behaviours)

Adults to offer support and to 'stay with the pupil' as they may be experiencing embarrassment, humiliation and possible shame.

Remind pupils that the adults are there to help the pupil manage these uncomfortable feelings of being 'out of control'.

Acknowledge that It is ok to feel frustrated and angry but not to hurt others.

Offer hope that things can change.

Redirect – Get them involved in something else.

Praise – reward for constructive action.

Disconnect between pupil behaviour and the person.
Remind them of any positive choices they made during the incident.

Later Support Strategies when pupil has fully re-regulated and the post Crisis Depression Stage is over.

Careful planning of reintegration so all feel emotionally safe.

Opportunity, if appropriate and after consent gained from all parties, for all those involved and impacted by the behaviour, to meet and restore relationships using Restorative Practice.

Time to reflect and plan ahead.

If appropriate and at the right time - Talk about signs of anger alongside means of control as well about perceptions and how to change these.