



Thomas Hickman School

Behaviour and Relationship Policy

Adopted by Governors Full GB:

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Date of last review:

September 2024

Date of next review:

September 2025

Signed: Date:

Chair of Governors

B.I.R.D.S



at Thomas Hickman and at all times we are expected to behave in a way in keeping with our BIRDS philosophy.

- We will be **BRAVE** and stand up for what is right, even when no-one is looking. Everyone has the right to be safe and respected at THS.
- Our courage to do the right thing will **INSPIRE** others around us to follow; we will be strong and lead the way. We will learn to be independent as we move through the school.
- We will be **RESPECTFUL** to our THS school family. We will demonstrate this in class, at playtime and around the school. Our kind hands, kind words and kind heart will show people we all belong together: no BIRD flies alone. We will learn to build resilience as we grow and learn from our mistakes.
- Even when times are really hard, we will stay **DETERMINED** to follow our school expectations.
- We 'grow our brain' every minute, of every day in all areas of school life: we are **SCHOLARS** and understand that sometimes we need to learn how to behave well too – we will accept reminders on how to do this and learn and listen to our adults and peers who support us in this.



As a **Trauma Informed School (TIS)** staff at Thomas Hickman understand that **Adverse Childhood Experiences (ACEs)** will impact a child's ability to manage school life and inhibit their ability to learn and reach their ambitions.

Research shows that children with **3 Aces or more** are;

- Twice as likely to experience academic failure
- Five times as likely to have attendance problems
- Twice as likely to be overweight
- Thirty two times more likely to have behaviour problems

For every additional ACE there is an increased risk of learning difficulties, behaviour problems, obesity and mental health issues later in life.

Staff at THS know that emotionally available adults in school actually shape the neurocognitive development of executive functions in the child's frontal lobe and therefore interrupt the impact of ACES – in essence, adults who have a strong relationship with a child can redirect a child's future.

Therefore, staff work tirelessly to:

- Understand a child's 'story' – what's happened to them in their little lives so far, **not** 'what's wrong with them'?
- Develop secure attachments with the children in their care
- Ensure that children are kept **safe**, are **seen** and **soothed** and that they feel **secure**.
- Help children to understand how the 3 main areas of the brain work to support their emotional literacy, co-regulation and, ultimately, work towards self-regulation all of which are far more challenging for a child with ACES.

Hand on Heart underpins our approach to managing behaviour at THS.

It is a whole school approach that encompasses **TIS** alongside **Norfolk Steps** 'Step-on' methodology to ensure that our school community is a place where children are ready to be curious, take flight and learn well, leading to a sky of opportunity and a successful adult life.

Introduction

Our emphasis is on recognising and celebrating effort and success so that all pupils feel valued. We encourage pupils to take responsibility for their own actions and to understand the consequences and impact of their actions.

We promote the values of **reflecting, restoring and repairing** when dealing with any behaviour that deviates from our BIRDS flight path.

A therapeutic approach to behaviour is based on an understanding of a child's development and responding to behaviour in a proportionate way taking into account the mental health of the child and understanding the reasons that result in such behaviour. This allows children to develop strong personal skills, together with the cognitive ability to understand how to solve a problem with growing independence. This is further developed through our 'Hand On Heart' approach.

Support for this approach comes from the DfE advice on "Mental Health and Behaviour in Schools" (2016) which states: "In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy." <https://www.gov.uk/government/publications/mental-health-and-behaviour-inschools--2>

1. Aims

- 1.1 Positive experiences create positive feelings and these will generate behaviours that are useful for the child and those affected by the child (prosocial behaviours)
- 1.2 At the centre of this is the importance of building positive relationships within the dynamic of the school- that includes all adults and children.
- 1.3 This creates an 'inclusive school' where behaviour is responded to consistently whether inside the classroom or not.
- 1.4 The policy provides a structured approach to expected behaviour in the school environment with clear expectations for each.
- 1.5 Staff response to behaviour issues is graduated and individualised- it takes account of mental health, other needs, vulnerabilities and unmet educational needs.
- 1.6 To build a community which values kindness, care, good humour, good temper, humility and empathy for others (BIRDS Charter).
- 1.7 To promote community cohesion through improved relationships (No Outsiders Here).

2. Relationship Overview

- 2.1 Increase in safety cues eg: meet and greet at school entrance
- 2.2 School staff trained in SPACE principles (Hughes 2015) playful, accepting, curious and empathic. Proven to shift children out of fight/flight or freeze positions. This has evolved at THS and we refer to SPACE – the S stands for 'standard rule': when we address behaviour incidents we ensure throughout the interaction that the children are reminded of the standard rules in school, this supports learning a better way.
- 2.3 Staff to ensure that interactions with children are socially engaging, not socially defensive, to decrease defensive response from children.
- 2.4 Whole school commitment to cease using harsh voices, shouting, criticisms and shaming, due to the proven negative impact on psychological well-being.
- 2.5 Implementing pedagogic interventions such as 'I wish my teacher knew' with individuals to enable children to feel safe to talk. And worry monsters in every classroom used consistently so that children can voice their worries.
- 2.6 Children to have the opportunity to forge secure attachments with emotionally available adults in school throughout their journey at THS.
- 2.7 Adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress.

- 2.8 Nurturing the staff in such a way that they feel valued and emotionally regulated enough to interact with social engagement rather than defensiveness.
- 2.9 Staff to be provided ongoing training in relating to children in terms of the four key relational needs for secure attachment, which affect attunement, empathy, soothing and containment.
- 2.10 Whole school commitment to enabling children to see themselves positively rather than through a lens of threat, danger or self-blame.
- 2.11 Implementations designed to take a child from toxic stress to tolerable stress enabling them to feel soothed, secure, seen and safe.
- 2.12 Interventions with trained therapist to be provided to minimise and help repair the impact of emotional difficulties as a result of traumatic experiences.
- 2.13 Attending to the emotional regulating and well-being of staff to avoid burn out.
- 2.14 The provision of skills and resources to support parents and staff to have meaningful conversations with children who want to talk about their lives.
- 2.15 Children provided with the means to talk about painful life experiences within the context of an established and trusted relationship with a member of staff, such as school therapist.
- 2.16 PSHE informed by current research, supporting children in their development as young citizens (refer to school PSHE policy).
- 2.17 Training provided to help staff move children from 'behaving' traumatic/painful life experiences to 'reflecting' on those experiences to aid the development of coherent life narratives.

3. Objectives

- 3.1 To ensure that all stakeholders work hard to develop strong relationships based on kindness and mutual understanding and where our differences are recognised and celebrated.
- 3.2 To give opportunities for children and adults to have restorative and reflective conversation in order to discuss the behaviour and wider impact and decide reparative next steps. This will usually involve all concerned parties, as appropriate, and may involve parents.
- 3.3 To give children and adults the opportunity to take part in reparative tasks and/or actions.
- 3.4 To record & report incidents of more serious behaviours as appropriate (racist, homophobic and bullying).
- 3.5 To take *punitive* action only when considered necessary (in line with Local Authority and National guidance).

Process – How do we manage behaviour on a daily basis? We SOAR or RESTORE

This is our soaring system, used to recognize when our BIRDS are truly capturing our values. A vast range of other positive recognition strategies are used across the school and throughout the day and include a smile, a well done, stickers and house points.

SOARING	What are we seeing?	What are we saying?
S1	A child adopting bird values in all that they are doing, independently, even when no one is watching.	You are really soaring and standing out from the rest!
S2	A child adopting bird values in all that they are doing, independently, even when no one is watching. And taking further flight.	You are flying high, you are rising above on your flight path. Let's celebrate (class clap)
S3	Fabulous learning behaviours. Living the birds values.	You are excelling! Other birds in the school should know about your effort. (Show and share). Class teacher will send home a postcard.

S4	Excellent attitude to learning, with effort that is exceeding expectations in all areas. Modelling BIRD values and supporting others.	You really are soaring – a super BIRD, flying high. Tell other BIRDS about your efforts. Visit the Assistant Headteachers and share what you have been recognised for. They will make a call home and let your adults know what a brilliant bird you are.
S5	Exceptional, stand out effort, achievement or action. Modelling BIRD values and supporting others. Encouraging others to follow on your flight path.	You are an outstanding leading bird, soaring high above. Visit the Deputy or Headteacher and share what you have been recognised for. They will make a call home and let your adults know what a brilliant bird you are.

Our restorative approach to behaviour ensures that children understand where things have gone wrong (reflect), develop strategies to change (restore) and find ways to make things better moving forwards (repair).

Reflect/Restore/Repair	What we are seeing?	What are we saying?	Actions to support restoration or repair: the consequence
R1	Finding it hard to follow expectations. <i>Examples:</i> <i>Off task behaviour</i> <i>Inappropriate talking and/or disturbing others who are trying to learn.</i> <i>Connection seeking behaviour such as swinging on chair, calling out, impolite words and action.</i> <i>Repetitive noise making, tapping etc. Preventing others from concentrating.</i>	I can see that you are finding this tricky, let me help you to reflect so that you can restore your behaviour.	Classteacher/TA to have a discreet conversation with the child to ensure they are aware of their work and expectations
R2	Behaviour that is impacting others, BIRDS can't learn. <i>Examples: Repeated reminder of restoring behaviour reminded of in R1.</i>	I can see that you are still finding it tricky, this means that I will ask you to..... (Move to the hand on heart space in classroom, move to a different space in the classroom, have a 5 minute brain break etc).
R3	Behaviour that is unsafe for themselves and others around them. <i>Examples;</i> <i>Preventing the teacher from teaching.</i> <i>Preventing BIRDS from 'growing their brains'.</i>	You have not yet been able to restore and are 'flying' in the wrong direction.	Move to another class to allow class members to learn uninterrupted. Classteacher to make a call home – explore triggers to dysregulation
R4	A BIRD that is unable to be safe. Immediate change is needed. <i>Examples; Unkind words in or outside class. Unkind action in or out of class.</i>	You will be working out class with (AHT). We will support you, but at the moment, you won't be in your classroom.	Working with an AHT outside of classroom. Restore BIRD expectations before being able to return to class.

	Behaviour not in-line with BIRDS philosophy.		
R5	Behaviour that significantly impacts others or themselves. Examples' Knowingly and deliberately working against school expectations: <ul style="list-style-type: none"> ➤ fighting ➤ bullying ➤ swearing ➤ damaging school property 	You are not keeping yourself or others safe. You are being taken to.....	The consequences of an R5 include an internal exclusion or external suspension/ exclusion

Our 'Hand on Heart' script ensures that all staff are consistent and this enables children to feel secure and to understand that they are being heard.



4. Further Clarification

- 4.1 For children with persistent behaviour concerns, it may be deemed appropriate to place the child on 'report'. Further clarification of this process is available in the 'Guide to being on 'report' at THS' document which is attached as an appendix. Children may also be provided with a Positive Intervention Plan which details the triggers and threat responses of the child and the planned and consistent response from adults. All stakeholders will be involved in developing the PIP.
- 4.2 Our Pastoral Team provide our own bespoke Parenting workshop workshop entitled 'Hand on Heart@home', which also incorporates Triple P principles. Staff are also trained to deliver PAFT sessions to help support the behaviour of younger children at home.
- 4.3 For children with an identified SEND, reasonable adjustments will be made in line with the schools SEN Policy, Equalities and Cohesion Policy, SEN Annual Report and Equalities Report. We are committed to providing Alternative Provision where appropriate, as per Alternative and Offsite Provision Policy.
- 4.4 Physical intervention may be necessary to prevent a child from injuring themselves or others, prevent a child from leaving the school premises or to move a distressed child from an area of the school. In such circumstances, only appropriate methods will be used (staff have received training in this area). Staff will use appropriate and proportionate physical management of a pupil if their behaviour is placing themselves or others' safety at risk. Staff are trained and would work under the guidelines of Norfolk Steps.
- 4.5 In the event of repeated poor behaviour, or a one-off instance of extreme behaviour which significantly contravenes school policy, the decision may be made to **suspend** a child from school (See Restore Rubrik) his may be for a fixed term. A decision will only usually be made after discussion with parents and children. We have adopted the Buckinghamshire Council Exclusion Guidance, August 2024. *We follow the 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 2024*
- 4.6 If the Head teacher suspends a pupil, they will inform the parents/carers immediately, giving reasons for the suspension. Parents and carers can make representations as per the letter of suspension to the governing body. The Head teacher will inform the LEA and the governing body about any suspension A fixed period suspension does not have to be for a continuous period.
- 4.7 If a pupil is suspended work will be set for the pupil to complete at home. Following a fixed term suspension, the pupil and parents/carers will meet with the Head teacher to discuss the pupil's reintegration to school. If appropriate, an individual Positive Intervention Plan or a SEN Support Plan will be drawn up for the pupil.

4.8 At Thomas Hickman we believe that teachers have the right to teach and that children have the right to learn. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education and welfare of the pupil or others in the school, the Headteacher may take the decision to permanently exclude the child. This is the final sanction the school has available to deal with the most severe behaviour and this may be used as a result of all other interventions being applied and the pupil persisting in inappropriate behaviour.

5. Responsibilities

- 5.1 The Headteacher and Link Governor will be accountable for the practice relating to this policy and for the review of the practice and policy.
- 5.2 The Headteacher will record incidents of serious behaviour and report these, together with the action taken, to the Governing Body and outside agencies (as appropriate).
- 5.3 All adults will model positive behaviour, use appropriate strategies to support behaviour and resolve issues in a respectful way. They will record incidents and report these to their line manager & parents as appropriate.
- 5.4 Adults and children will acknowledge their behaviour, the effect of this on others and take steps to restore relationships.
- 5.5 Parents will model positive behaviour, will engage in discussions and will support the school in managing the behaviour of their child. This is also set out in the Home/School agreement.

6. Anti-Bullying – No Outsiders Here!

We take a robust approach to dealing with any bullying by adults or pupils, with any such incidents dealt with promptly and firmly. There are 'No Outsiders Here' at THS (see below) all children and adults regardless of **race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender** are respected.

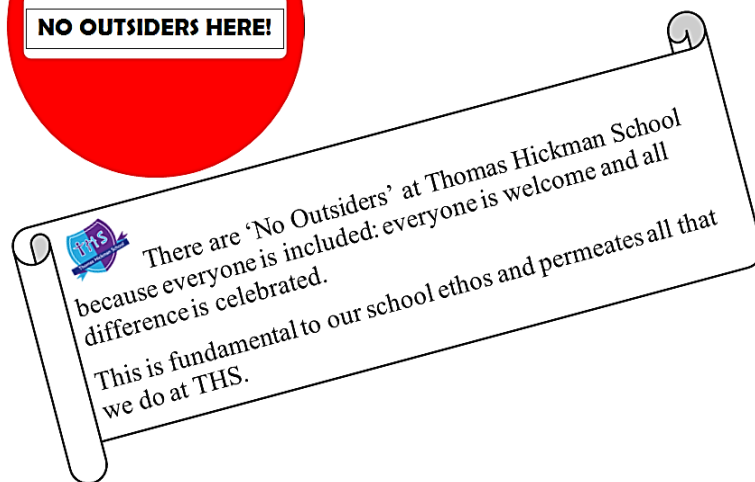
Instances of racist, homophobic or bullying behaviour will be reported to the Headteacher and to external bodies as necessary.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. **Bullying is therefore:**

- 6.1 Deliberately hurtful
- 6.2 Repeated, often over a period of time
- 6.3 Difficult to defend against.
- 6.4 **Bullying can fall into various categories i.e.** Emotional. Physical. Racial. Sexual. Direct or indirect verbal. Cyber-Bullying.

Further information on 'No Outsiders Here' principle

We have a rich and varied school community and we celebrate our differences and support each other so that no BIRDS fly alone. We believe that there are No Outsiders Here at Thomas Hickman School...



At Thomas Hickman School we endeavor to improve the lives of children, young people and families. We celebrate our rich diversity and take steps to tackle all kinds of bullying. In doing so, we believe that children will attain more at school and our community will be happier and more successful.

We celebrate all our children and their families without discrimination.

We are a caring community where our whole-school, BIRDS charter is built on mutual trust and respect for all, regardless of **race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender**. The 'No Outsiders' message fulfills our duty to promote diversity and prepares our children for life in modern Britain.

'No Outsiders' is British Law and supports the Equality Act to ensure that everybody is treated equally and without prejudice.

Appendices

De-escalation scripts

Zones of Regulation

SPACE Model Language

Glossary of all terms relating to Trauma Informed approach

Threat Responses visual

Restorative Story Board

Guide to being on report at THS

De-Escalation Scripts

Individual's name
I can see something has happened
I am here to help
Talk and I will listen
Come with me and...

The logo for 'Hand on Heart @THS' features a circular emblem with a hummingbird in flight over a rainbow. Below the rainbow, a red heart is shown with a white hand reaching out to touch it. To the right of the emblem, the text 'Hand on Heart' is written in a purple, sans-serif font, with '@THS' below it.

Oh dear, tell me what happened
I'm here to help you
Use your words (signing / symbols)
Tell me..
Come with me and we can..
Let's go over here and..

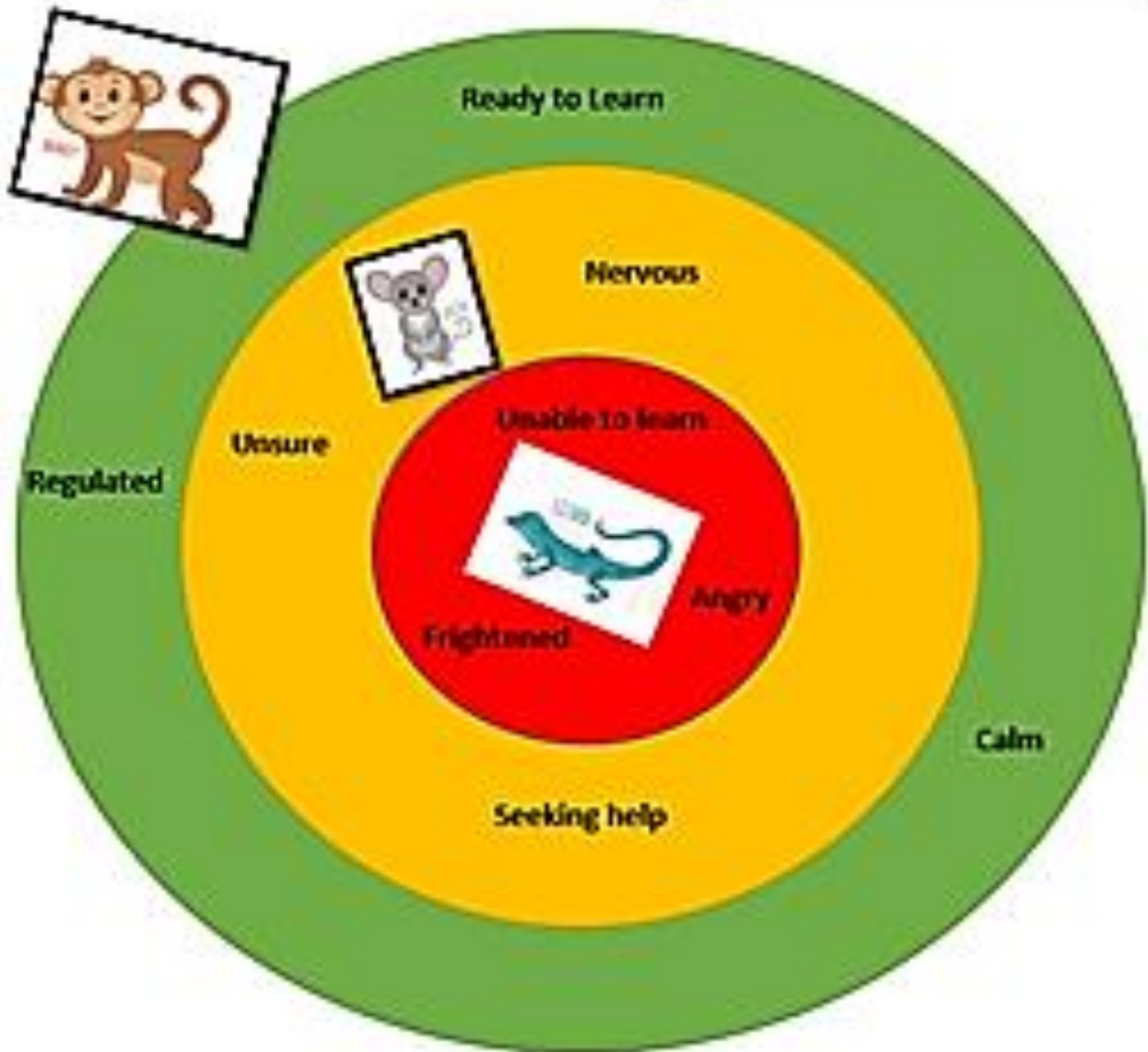
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Zones of Regulation

Where is your brain?

	Thinking Brain Upstairs Brain Ready to Learn
	Yellow Zone Couch area
	Feeling Brain Downstairs Brain Flipping your lid



SPACE Model Language

Triggering language

Come back here NOW!
You are not allowed in there
You are beginning to annoy me
Stop talking
We are all waiting for you
Don't you dare...
He/she is kicking off
He/she threw that for no reason
He/she is on one today
He/she chose to.....
He/she refused to.....

S TANDARD RULE

P LAYFULNESS

A CCEPTANCE

C URIOSITY

E MPATHY

What we do instead – Model language

You can listen from there
We're not here for spitting, you know that's a standard rule, perhaps you can tell me about those big feelings that led you to spit? I could help.
Come back into the room when you are ready
That's an interesting idea, thank you for sharing
I can hear that you are passionate about that but it's a standard rule that we don't swear. I can help you express your strong feelings in a more helpful way for everyone.
Ask for help if you need it, I am happy to help you
Come and sit here to take some time and I'll be back for you soon
He/she is having a tricky time
He/she threw that, I wonder what might be happening for him/her.
He/she is struggling and needs some extra care
He/she responded by....
He/she struggled to.....
I wonder....
I imagine...
I notice...

Alex is refusing to **engage** in his tasks. He is crawling under tables, scribbling all over his worksheet and poking holes through it. He says that there is no point in doing it because he can't do it, he hates you, the work and the school. He says he doesn't care what you say or if he gets in trouble.



Typical responses might look like:

Alex. Come here. Stop that now. That's no way to treat your work. You'll just have to start again and that will waste your time.

If you don't get it finished before break you'll have to stay in and do it.

You are disrupting the class again!

I don't think that's a very nice way to talk about yourself, me or the school Alex

You need time out to think about what you have done!

A playful and curious response might look like:

Oh my goodness, look at that worksheet Alex, it looks like a little mouse has nibbled right through it. I hope he's not going to eat my secret sweetie stash too.

Are you ok Alex? You look really sad and upset. Why don't you come over to the comfy corner and we'll see what we can do together
















You usually really enjoy your Maths work. I wonder what's making things tricky today?

I know that your grandpa hasn't been well. Are you feeling upset about other things as well as the Maths?

Glossary of Terms for Hand on Heart @ THS

ACE
Amygdala
Attunement
Behaviour
Boundaries
Choices
Consequences
Consistency
Defences
Emotionally available adults
Empathy
Flight / Fright / Freeze
Grounding
Insecure Attachment
Language
Monkey / Mouse / Lizard
SPACE – Standard rule, playfulness, acceptance, curiosity, empathy
Power Threat Meaning
Protect
Relate
Repair
Restore
Regulating
Safe
Secure
Secure Attachment
Seeking systems
Seen
Soothe not swell
STEPS / STEP ON
Strengths
Threat response
Toxic Stress
Trauma
Trauma Informed
Zones of Regulation

Threat Responses – in children

<p>Surround myself with barbed wire</p> 	<p>Go into attack mode like a hungry shark</p> 	<p>Go into my own protective bubble</p> 	<p>Put on my bulletproof vest</p> 	<p>Retreat into my tortoise shell</p> 
<p>Make myself small/invisible</p> 	<p>Hide away in the fog</p> 	<p>Freeze on the spot</p> 	<p>Whizz around like a dart</p> 	<p>Paint on a smile like a clown</p> 
<p>Put up my spikes like a hedgehog</p> 	<p>Zoom away like a speeding car</p> 	<p>Push people away like an opposing magnet</p> 	<p>Think in black and white</p> 	<p>What else?</p> 

Organisation threat responses – in adults

<p>Go into attack mode like a hungry shark</p> 	<p>Put up my spikes like a hedgehog</p> 	<p>Go into my protective bubble</p> 	<p>Whizz around like a dart</p> 	<p>Spill out like water from a leaky pipe</p> 
<p>Put on my bulletproof vest</p> 	<p>A deflated balloon (depressed, low, hopeless)</p> 	<p>A war on the body</p> 	<p>A stretched and snappy elastic band</p> 	<p>Rigid thinking (e.g. black and white, them and us)</p> 
<p>Frozen (numb, compartmentalised or desensitised)</p> 	<p>Being hyper-vigilant and on guard</p> 	<p>Paint on a smile like a clown</p> 	<p>Over-intellectualising</p> 	<p>Tornado thoughts</p> 
<p>Retreat into my tortoise shell</p> 	<p>Crushed empathy (dehumanising)</p> 	<p>Go into quick fix or reactive mode (harder to think clearly)</p> 	<p>Point the finger (shame and blame)</p> 	<p>What else?</p> 

Restorative Story Board



Full Name:

Date form completed:

Recorded on BW

Restorative Storyboard

What happened?	What was I feeling?	What was I thinking?
Has anyone else been affected?	What needs to happen now?	



Guide to being 'on Report' at THS

The aim of putting a child 'on report' is to strengthen the work already being done by all stakeholders and to maintain the clear communication between home and school. It is only by working together that positive changes can be made to a child's behaviour and, therefore, in the long-term improve their outcomes at school.

Placing a child 'on report' is a short-term reasonable adjustment to the school behaviour policy; a final layer to prompt positive change before further formal action may be required (as laid out in our behaviour policy). It is designed to sharpen the focus, provide additional support and guide those children who are persistently making poor choices in school and where further motivation is needed in order for them to make positive changes to their behaviour. The process provides children with additional praise when things go right; this in turn creates a more positive cycle. There is also the opportunity for children to discuss alternative options when things go wrong and what they could do next time. This process ensures that children are given the opportunity to restore their behaviour in line with the school behaviour policy, our BIRDS values and school expectations.

The decision to place a child 'on report' will be made between the class teacher and SLT and will involve looking at patterns of behaviour, what support and initiatives have already been put in place (e.g. behaviour charts, discussions with parents etc.) and the lack of progress with positive behaviour choices. Parents must also be part of this process and will already be aware of the increase in behaviour concerns through previous conversations with school staff.

If a child is put 'on report' then the following will happen:

1. Parents will be contacted by a member of SLT and the process explained.
2. The child will be given a report card.
3. The child is responsible for looking after the card and for getting it completed – this is part of taking responsibility for their actions and being able to self-reflect.
4. At the end of each lesson/break they will take the card to their teacher and decide with them whether a tick/happy face or a cross/sad face is needed and why.
5. Each day a member of SLT will check the card, praise the achievements and discuss any issues.
6. The class teacher or SLT will provide feedback to parents at regular intervals to update them with progress and discuss any ongoing issues.
7. Children on report will no longer be able to walk themselves to or from school without an adult; this will be discussed with parents during the initial conversation (see point 1 above).
8. After 2 weeks this process will be reviewed by staff and the child and parents will also be informed of how things are going. If there have been positive changes then it may be decided that the child can come off report. If there have still been some issues then the child will stay on report for a further week and then discussions will take place again.
9. While on report the child will not be able to represent the school in any sporting teams or take part in additional/special events for specific groups of children.
10. Children on report will still be able to take part in offsite visits, wow days and fabulous finales but these will need careful thought about how to support the child in order for this to be a positive experience. Risk assessments for offsite visits will need to be individualised to ensure the safety of all stakeholders.
11. If being on report fails to have a positive impact then it may be necessary for further consequences to be put in place e.g. internal/external exclusion, exclusion from offsite visits. It may also be necessary to refer children to other external agencies for further support.

September 2020

