



Relationships & Behaviour Policy



Adopted: October 2020

Review: October 2021

1. INTRODUCTION

1.1 The purpose of this policy is: -

- To create an environment which encourages and reinforces positive behaviour;
- To promote our school values which foster and encourage good behaviour;
- To establish clear guidelines and rules, based on common sense and safety, by which the school will operate;
- To encourage consistency of response to both positive and negative behaviour;
- To provide information to parents in order to achieve consistency in the messages children receive about appropriate and inappropriate behaviour;
- To ensure that the school's expectations and strategies are widely known and understood.

1.2 Children should begin to learn about positive behaviour at home before compulsory school age. Building on this foundation and in partnership with parents we aim to create a happy, friendly, safe and caring environment where children grow to respect: -

- one another
- themselves
- all staff and other adults working in school, e.g. volunteer helpers
- parents and carers
- school property
- visitors to and neighbours of the school
- the rules and ethos of the school
- that everyone matters

1.3 This policy sets out: -

- what we mean by positive behaviour and inappropriate behaviour, safe and unsafe choices
- contact with parents
- rewards for positive behaviour
- appendices – conduct codes

1.4 It is a statutory requirement for schools to have such policies and to publish them on the school's website.

1.5 This policy will be reviewed annually by the Senior Leadership Team (SLT) and Governing Body.

2. SCHOOL ETHOS

2.1 The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

2.2 We use the school motto, Trust motto and safeguarding to ensure that our school

has a child centred approach and the choices we make have the best intentions for any child in our school :-

Learning and Growing Together

Secure, Engaged, Equipped for life

2.3 As a school community we will create a sanctuary of kindness through connection and support.

2.4 As adults we will: -

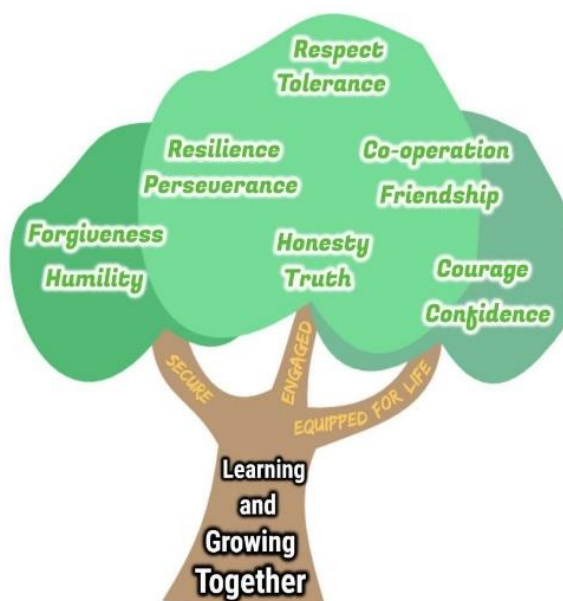
- offer each other and the children a warm welcome
- use the language to support, reinforce and model good behaviour
 - be authentic, listen, engage and connect with every child;
 - model our expectations (section 3 and 5);
 - show appreciation of the efforts and contribution of all;
 - be consistent.

By doing this we will:

- create a positive, safe and inclusive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- provide a caring and effective learning environment;
- model and encourage relationships based on kindness, respect and understanding of the needs of others;

3. SCHOOL VALUE TREE

Our school encourages children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices. Our School Values are:



4. THE CURRICULUM AND LEARNING

- 4.1 Our School's curriculum is built around children developing learning behaviours which enable them to be actively engaged and involved in their own learning. A creative and well-structured curriculum that ensures effective learning will contribute to positive behaviour and positive attitudes to learning.
- 4.2 Each Lesson has a clear 'We Are Learning How To' (WALHT) which the children can understand. The lessons are differentiated to meet the needs of all abilities.
- 4.3 Marking (including verbal comments) should be used to provide positive feedback to children on their progress and next steps to achieve. This feedback should signal to children that their efforts are valued.
- 4.4 Teachers will welcome children into each lesson with a smile and ensure that appropriate resources are prepared and ready.
- 4.5 Classrooms are set up to promote high quality learning (see Classroom agreed expectations) Children are seated appropriately and given maximum opportunity to achieve their full potential. *(This is being done to the best it can be under Covid pandemic restrictions)*

5. POSITIVE BEHAVIOUR

- 5.1 It is our expectation that everyone: -
- Lives by our school values
 - Shows kindness, empathy, courtesy & consideration for others
 - Is honest and truthful
 - Learns and plays together cooperatively
 - Makes safe choices
 - Has respect for everyone and everything in our school environment
 - Shows manners ('please', 'thank-you', 'sorry' etc)
- 5.2 It is the policy of our school that those who go above and beyond these expectations are consistently acknowledged and praised by teaching and support staff.

6. THE RESTORATIVE APPROACH

- 6.1 A restorative approach is not based on punishment but offers an alternative way of addressing inappropriate behaviour. The table below compares the differences between the Authoritarian approach and the Restorative approach.

Authoritarian Approaches <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes

<i>and, as a result;</i>	
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
<i>Accountability = being punished</i>	<i>Accountability = putting things right</i>

7. RESTORATIVE APPROACHES TO SUPPORT INAPPROPRIATE BEHAVIOUR

- 7.1 Throughout the school year, teachers regularly remind their classes of our School Values. For the majority of our children, this reminder from a member of staff will be all that is necessary during their time at the school.
- 7.2 RIP – Reprimand In Private. Reprimands by staff will be made in reference to the School Values and wherever possible in private (i.e. not in front of other children) in a way that does not humiliate the child
- 7.3 The school has a five step restorative approach to support behaviour:
1. Verbal reminder – a reminder of our School Values e.g. ‘Are you being resilient and persevering?’
 2. Verbal warning – a clear verbal caution delivered in private (RIP) and clearly stating the consequences if they continue.
 3. Second verbal warning – RIP. At this stage the child is required to stay behind at the end of the session.
 4. Time out – outside the classroom (or side of the playground during break) for the child to reflect and/or calm down.
 5. Repair – Conduct a meeting with the child to establish: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected?
- 7.4 Meeting with parents – this meeting will focus on the support that is available for the child. This meeting may include a member of SLT who may support the class teacher in developing a behaviour plan.

8. OTHER SANCTIONS AND RECORD KEEPING

- 8.1 Where work is incomplete due to inappropriate behaviours, the work may be sent home in an envelope for children to complete at home. Parents are asked to sign to show they are aware of this.
- 8.2 The Headteacher, may consider more serious sanctions, e.g. banned from extra-curricular activities or school events
- 8.3 Exclusion from school during lunchtimes (recorded as half day fixed term exclusion) particularly if a pattern of challenging behaviour takes place at this time.
- 8.4 Exclusion from school, for a fixed term or permanent exclusion.
- 8.5 Exclusion from school takes place only in exceptional circumstances and normally when all other options have been exhausted. (Please see the *Exclusion*

Policy for more information regarding this).

- 8.6 Form 1 (safeguarding white form) or Behaviour incident logs will be completed for medium and high incidents. They can then be used to track times, frequency and the nature of the incident.
- 8.7 Where high level incidents involve extreme violence and/or the use of restraint or classroom evacuation this will also be recorded in more detail using an incident form.
- 8.8 SLT will review incident reports and report to Governors through the termly Headteacher's Report.

9. MANAGING CLASSROOM BEHAVIOUR

- 9.1 Where needed, teachers/teaching partners will follow the five steps listed in section 7 when addressing inappropriate behaviour.
- 9.2 Children will be praised for the effort that they demonstrate, not how well they attain.
- 9.3 The school promotes learning based initiatives such as learning partners, use of resources and a growth mind-set. Class teachers will focus on using the school value tree and demonstrating this will be celebrated on a recognition board or in Celebration Assembly.
- 9.4 Teachers may select children demonstrating using the values to see the Headteacher to share their learning and have their work on a recognition board or door.

10. A NURTURING APPROACH

- 10.1 The School recognises that one single approach to behaviour will not fit everyone and adjustments need to be made to allow all children to be successful, this includes the support provided to children with inappropriate behaviours.
- 10.2 We endeavour to use a dynamic, developmental approach to working with pupils that supports their emotional and social wellbeing. This support is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.
- 10.3 If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely. Our nurturing approach can support children with these behaviours.
- 10.4 Where children are 'heightened' and demonstrate threatening, dangerous, aggressive or out of control behaviour, staff will follow a four step approach to de-escalate the situation:
 - Attune – catch and match the feeling
 - Validate – stop the behaviour, validate the feeling
 - Contain – make the unbearable survivable

- Regulate – Meet the intensity then calm and soothe

10.5 **Team Teach** - Safe touch is used to calm, soothe and regulate a child's emotions and is an important developmental experience. The brain does not develop neural pathways to initiate calming and self-soothing unless and until safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch, calming and support with regulation, this may be a priority to help their brains develop access to thinking, judging, evaluating and choosing mechanisms.

10.6 Safe touch is one of the key ways of regulating children's emotions, but it is a strategy that staff should only use in the presence of another adult using Team Teach training.

11. LUNCHTIMES & BREAKTIMES

11.1 Lunch Time Supervisors will support our School Values through modelling positive play using positive playtimes along with the 5 ways to well-being and supporting children to interact appropriately with each other.



11.2 When necessary, lunchtime and breaktime staff are to record any behaviour incidents and report the incident to the class teacher at the end of break or lunchtime after having explored the incident with the children involved.

11.3 Lunchtime and breaktime staff will follow the five steps outlined in section 7.

12. MONITORING CHALLENGING BEHAVIOUR

12.1 The school monitors behaviour to identify patterns, areas of concerns and/or triggers of challenging behaviour in order to implement appropriate strategies of support.

12.2 The Senior Leadership Team will monitor children's behaviour. Serious incidents of challenging behaviour, such as violence or aggression towards children or staff, rude or abusive language or vandalism will be recorded as stated in section 8.

13. CONTACT WITH PARENTS

13.1 A positive partnership with parents is crucial to building trust and developing a **Nunnery Wood Primary School Relationships & Behaviour policy, Page 7**

common approach to behaviour expectations and strategies for dealing with problems.

- 13.2 Parents can expect to be kept informed of their child's behaviour at school and staff will contact parents to share positive messages as well as any concerns.
- 13.3 In the case of persistent misbehaviour or, more rarely a serious misdemeanour, discussions with parents will take place to establish ways of helping the child improve. For example, it may be necessary to devise an action plan in conjunction with the parents. In some cases behavioural problems may be linked to the social, emotional and mental health of a child and could lead to the involvement of external agencies to support both at school and in the home.
- 13.4 Parents who have concerns about behaviour in the school should make an appointment to speak with the class teacher in the first instance. Where concerns are not being addressed or the nature of the concern is more serious parents should ask to see our Assistant Heads, Deputy Headteacher or Headteacher.

14. POSITIVE BEHAVIOUR

- 14.1 A child will be celebrated on the recognition board for using school values and showing positive behaviour.
- 14.2 Children are celebrated for using school values and showing positive behaviour in classrooms as well as lunchtimes and breaks in our weekly Celebration Assembly on Friday mornings.

15. DRESS CODE

- 15.1 It is our expectation that children are appropriately dressed for all school activities in accordance with the guidelines published our school planner.
- 15.2 The Headteacher may, on occasion, direct pupils to wear school uniform or non-uniform for specific functions or events.

16. PLAYGROUND AND FIELD

- 16.1 It is our expectation that children will play sensibly with due care for themselves and others using the equipment provided and treating it with care.

17. MOVEMENT AROUND SCHOOL

- 17.1 Everyone will 'walk tall' everywhere. 'Walking tall' is walking with pride in a respectful way.
- 17.2 Everyone must use indoor voices as they move around school

18. VALUABLES

- 18.1 Children should not bring items of value to the school (money, games, toys, etc). Pupils who need to have mobile phones in school **MUST** place them in the basket in class which will then be taken to and stored in the school office.
- 18.2 Children who need to bring money to school are responsible for this and it should be a sensible amount.
- 18.3 Children are responsible for their own watches during P.E. and other sporting activities. Fitbits are permitted in school.
- 20.4 Pupils must not interfere with other children's belongings in the classrooms or cloakrooms.

19. FOOD

- 19.1 Fresh fruit and raw vegetables are permitted as a morning snack.
- 19.2 Sweets and chewing gum are prohibited.
- 19.3 Nuts are **NOT** permitted in school due to members of our school community having serious allergies.

20. RESTRAINING PUPILS

- 20.1 According to the DfE document *Behaviour and Discipline in Schools, Advice for headteachers and school staff*, staff should only restrain children in the following situations:-
- If the child is at risk of harming themselves or others;
 - If the child is causing significant damage to property;
 - If the child is disrupting the good order of the school;
 - If the child is committing an offence.
- 20.2 If a member of staff requires assistance, a message should be sent to a team teach trained staff member.
- 20.3 Restraining does not automatically mean a child should be sent home or excluded – this decision will be made at the Headteacher's discretion in consultation with the class teacher and staff members.

Appendix 1

Behaviour levels

	Behaviour	Support offered – one or more of	Recording
Low	<ul style="list-style-type: none"> Interrupting or distracting others. Ignoring instructions. Pushing. Not engaged with learning Deliberately and consistently creating distraction / disruption Damage through carelessness 	<ul style="list-style-type: none"> 5 step approach Incomplete work to be completed in own time 	No formal recording required
Medium	<ul style="list-style-type: none"> Persistent disruptive behaviour Deliberate refusal to follow instructions Deliberate damage. Leaving class without permission Verbal confrontation, Persistent Swearing Physical fighting 	<ul style="list-style-type: none"> 5 step approach Incomplete work to be completed in own time Action plan with Parent, Pupil, Teacher Discussion with SENDCO Phone call to parents 	<ul style="list-style-type: none"> Behaviour log-records incident on sheet. Inform parents. Make sure SLT are aware.
High	<ul style="list-style-type: none"> Persistent Bullying Racist abuse Leaving school grounds Theft Vandalism Extreme violence towards staff/adults/children Acts of extreme danger Very serious challenge to authority 	<ul style="list-style-type: none"> Talk to member of SLT Discussion with SENDCO External support Regular meetings with parents Pastoral support Plan (PSP) Work sent home which must be completed if excluded Positive feedback to parents, children & SLT on improvement 	<ul style="list-style-type: none"> As 'medium'. Racist incident report If exclusion, Headteacher will inform parents by phone Letter home Behaviour Plan Exclusion record

