

Behaviour and Relationships Policy.

INTRODUCTION.

- This document is a statement of the aims, principles and strategies for **Behaviour and Supervision** at Fallings Park Primary School.
- This document was reviewed in September 2021

PURPOSE OF THE POLICY.

To provide simple, practical procedures for staff and children:

- Behaviour expectations are taught and learnt through the curriculum and positive intervention (including online behaviours- see E safety policy)
- Adults act as role models to demonstrate positive behaviours
- Behaviour is the responsibility of ALL staff to ensure children adhere to these expectations at all times
- Uphold our high expectations of basic manners
- Foster the belief that there are no 'bad or naughty' children, just 'wrong/negative choices'
- Encourage children to recognise that they can and should make 'good/positive' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-regulation

At Fallings Park Primary School we aim to establish a code of conduct to be applied consistently throughout the school which will allow each pupil to:

- maximise their learning potential
- take responsibility for their own behaviour
- develop self-discipline
- develop self-respect
- learn consideration and respect for other people and their particular needs

Principles

- every child has a right to learn and no child has the right to disrupt the learning of others
- the role of the environment is a key factor in fostering and promoting positive behaviour and play
- the school welcomes and encourages the process of co-operative involvement of the LA, governors, parents and others in the community.

Children's Responsibilities

- Work to the best of their abilities and allow others to do the same.
- Treat others with respect.
- Follow the instructions of all the school staff.
- Take care of the property and the environment in and out of the school.
- Co-operate with other adults and children.

Staff Responsibilities

- Treat all children fairly and with respect
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum
- Create a safe and pleasant environment both physically and emotionally.
- Use school values and consequences clearly and consistently.
- Act as a good role model.
- Form good relationships with parents so that all children can see that key adults in their lives share a common goal.
- Work to meet the individual behavioural needs of children.
- Offer a framework for social education.

Governor Responsibilities

- Link governor to take a pro-active role in behaviour through involvement, where possible, with both staff and pupils during school hours
- Link governor and others where appropriate, to be involved in promotion of positive behaviour, policy review, monitoring, and disciplinary meetings

Parent Responsibilities

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Support the school in the implementation of this policy.

WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR

- Clear consistent message (**Ready, Respectful, Safe**)
- First attention for best conduct
- Effective use of praise- **recognition boards, positive notes home, positive calls home, Hot Choc Friday**
- Consistent approach when dealing with challenging behaviour- **Behaviour blueprint**

RESTORATIVE JUSTICE PRINCIPLES

Respect, Responsibility, Repair, Reintegration

Emotion Coaching Techniques- WELL principles De-escalation techniques

The School Values

- 1) **Ready**
- 2) **Respectful**
- 3) **Safe**

Learning Behaviours

1. **'In It To Win It'** – focuses on attendance every day in order to achieve their true potential
2. **'Be Prepared'** - focuses on pupils having the correct equipment for every lesson.
3. **'Stick At It'** – focuses on pupils having resilience to complete tasks
4. **'Going The Extra Mile'** – focuses on pupils doing more than the bare minimum and showing initiative for independent learning

Class teachers will be responsible for embedding the values in their class, with Year Leaders ensuring consistency across each Year group. These will be used in conjunction with Recognition boards to promote positive behaviour choices.

Positive Reinforcement

Recognition boards- Each class has its own recognition board with its own individual focus which is most appropriate to the needs of their class. Can have a social behaviour focus or learning behaviour focus. This is a collaborative strategy which fosters positive interdependence in the classroom. The focus is on pride not prizes. The aim is for everyone to have their name on the board by the end of the lesson/session/day.

Children who are regularly on the Recognition board may receive a positive call home.

In: "Do you have one minute for a bit of positive feedback? / I'm just about to teach but do you have a moment for some good news?"

Message: The message should link to our Learning Behaviours- focus on stickability and going the extra mile.

Out: That's it, I just wanted to pass that on before the end of the day thank you./ My next class is due to start so I better get back, just wanted to pass that on. Have a good day.

House Points

The school has four 'Houses': Woodpeckers, Owls, Robins, Kingfishers (WORK)

House points are earned by pupils and collected by class councillors and then recorded.

Due to review in January 2020 the school is looking at reviewing the recording of the House point system to make it more visual. This has been delayed due to COVID.

Awards assemblies

These are undertaken weekly for each phase (EYS and KS1, LKS2, UKS2) and has the following structure:

- 1) Pupil of the week: A text is sent inviting them in to the assembly to celebrate with their child. Teachers select the pupil based on going the extra mile
- 2) Attendance: Highest class average for the week receives a trophy (cuddly toy for EYS/KS1) and a certificate.
- 3) Reader/Writer/Mathematician of the week (one per year group)
- 4) Lunchtime awards- these are given to pupils who have gone the extra mile at lunchtime- either in the dinner hall or on the playground- selected by lunchtime supervisors.
- 5) House Points: They are collected and counted by School Council and the winning house is announced for each phase. There is a Termly Award for the house winners at the end of each term.

WHAT WE DO IF A PUPIL EXPERIENCES DIFFICULTY WITH THEIR BEHAVIOUR

Principles

- All pupils take responsibility for their own actions
- All pupils have a right to support and advice regarding their actions
- All pupils are given opportunities to reflect upon their actions and consider next steps
- Expectations and consequences of choices are always made clear

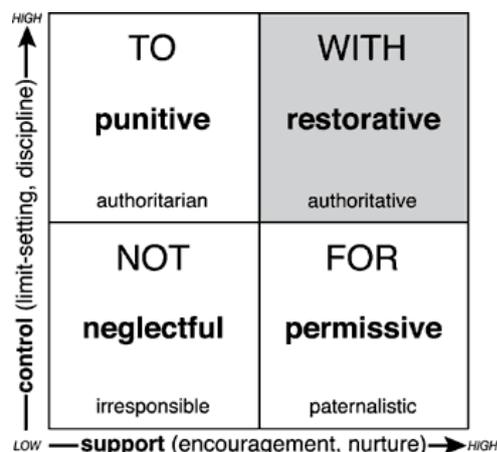
Source: Adapted from Wachtel and McCold (2008)

Procedures

It is important to note that the following 'stages' of behaviour management are largely reactive. Rigour, supervision and teaching is proactive and helps prevent behaviour issues.

Each year group is expected to be relentless in their routines, which will be tailored to the age/needs of those pupils- consistency not uniformity is the aim.

Building relationships built on trust and real connection



Step 1: In-class strategies (See Behaviour Blueprint)

It is the expectation that low level behaviour and minor disruption be dealt with by the class teacher.

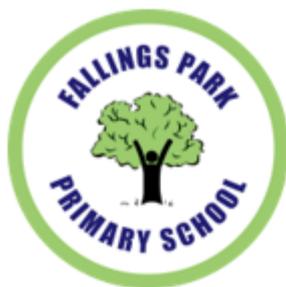
Every effort should be made to use restorative steps 1 and 2. Reminders can be used on multiple occasions- it is at the teacher's discretion. This should be seen as a cycle not a linear process to be raced through.

Ensure pupils are given take up time to respond. Resist the urge to chase secondary behaviours.

Step 6- A Restorative meeting is for when trust/respect has been broken and needs to be repaired. This follows a sanction and should be delivered when the pupil is calm. The Repair conversation is held by class teacher alongside a colleague. This marks the end of a cycle- this blueprint is not to be seen as a linear process. The problem is not sent up the hierarchy to be "fixed" by a more senior member of staff as this is counter-productive for both the pupil and class teacher. Once the restorative meeting has taken place the cycle is complete and it should be seen as a fresh start for everyone. Support from YL/SLT is available but the teacher should lead the conversation. Depending on the age/individual needs of the pupil, less questions may be more appropriate- two of these have been highlighted in red on the blueprint

Be a problem solver- think about what the child needs, not what they "deserve."

FALLINGS PARK BEHAVIOUR BLUEPRINT



SCHOOL VALUES

- Behave Well and Be Kind
- Respect and Consider Others
- Be Healthy and Safe
- Be Proud and Work Hard

LEARNING BEHAVIOURS

In it to win it Be Prepared Stick At It Going the Extra Mile

RESTORATIVE STEPS		
1	Redirection	Gentle encouragement, could be a non-verbal gesture.
2	Reminder	Reminder of the value/learning behaviour. Take the initiative to keep things at this stage. Repeat if reasonable. <i>Consider use of microscript.</i>
3	Caution	Clear verbal caution, making the student aware of their behaviour and clearly outlining the consequences if they continue. Deliver privately, where possible End with the phrase, <i>"Think carefully about your next step. I'll leave you to make your decision."</i>
4	Last chance	Speak to pupil privately away from others and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. (May need visuals of good behaviour to reinforce eg photo) Attach "Stay behind two minutes" to next breaktime/lunchtime.
5	Time out	Time out might be short time in another room, supervised by another member or staff - this is just to supervise and to give the child chance to calm down and see things from a different perspective. <i>Supervision may be at a distance if the child needs space</i>
6	Repair	Restorative meeting during next breaktime (alongside colleague). Use restorative questions. <i>End restoratively, not punitively.</i>

ADULT PILLARS OF PRACTICE

- Consistent and calm approach**
- First attention for best conduct**
- Relentless routines**

MICROSCRIPT- 30 SECONDS

I've noticed you are...(struggling to focus, not on task, disrupting others)

I need you to...(settle down, focus on the task, leave ____ alone)

Do you remember when...(give example of previous positive work or behaviour)

That is who I need to see today/ Let's try for that today.

Thank you for listening/talking with me.

RESTORATIVE QUESTIONS (choose)

1. **What happened?**
2. **What were you thinking about?**
3. **How did this make people feel?**
4. **Who else has been affected?**
5. **How have they been affected?**
6. **What needs to be done to put things right?**
7. **How can we do things differently in the future?**

Behaviour guidance- this should be discussed in Year Group Teams on a regular basis.

Depending on age and particular circumstances, different behaviours may warrant one or a combination of consequences, all of which are to be decided within the Restorative Framework.

Adults should use professional judgment when supporting a child to “fix it”, particularly with vulnerable children or children with SEND. Reasonable adjustments will be necessary in some cases- this should not be seen as being “unfair.” Consistency does not mean uniformity.

Consequences should be reasonable and proportionate. Immediacy is more effective than weight of sanction.

Behaviours	What might happen
<ul style="list-style-type: none"> • Not on task/avoiding work • Disrupting others- shouting out, tapping, walking around without permission • Not following instructions • Poor choices/actions in classroom/on playground 	<ul style="list-style-type: none"> • Thinking/calming time • Reminder how to behave • Support to make a better choice • Told how your choices are affecting others • Move seats • Catch up on missed work
<ul style="list-style-type: none"> • Repeatedly disrupting others • Inappropriate conversations or words • Poor choices- teasing, name calling • Hurt someone- accident • Lack of respect for people/property 	<ul style="list-style-type: none"> • Thinking/calming time • Individual working space • Reminder how to behave • Miss part of playtime/lunchtime • Tidy up any mess caused • Catch up on missed work • Do something kind for those who have been upset • Parents contacted
<ul style="list-style-type: none"> • Swearing • Being rude or shouting • Defiance- not accepting help • Not making safe choices- leaving classroom without permission, refusal to come in from playground • Constant disruption to people/learning time 	<ul style="list-style-type: none"> • Thinking/calming time in a different room • Walk and talk • Miss part of playtime/lunchtime • Move to another class for a short period (senior teacher/UPS) • Support from Pupil Hub • Support from YL • Parents contacted
<ul style="list-style-type: none"> • Physically hurt someone on purpose • Immediate danger to themselves or others • Immediate danger of significant damage to property • Bullying • Racism • Homophobia • Sexual harassment 	<ul style="list-style-type: none"> • Removal from class- Pupil Hub/ YL/ SLT Support • Internal exclusion- move to another year group • Meeting with parents • Parents pick up early • Go home for lunch • Restraint- positive handling techniques <p>Fixed term exclusions are a last resort and are at the discretion of the Headteacher.</p>

Things to do when pupils clam up

- 1) "OK, imagine if there were... (people affected/a way of putting it right/things you could do differently). What would they be?"
- 2) 1-10 scales: On a scale of 1-10 how angry were you?
- 3) Offer a postponement and some support if the pupil is not ready to speak: "I can see you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have _____ sit with you and help you with the answers?"

Certainty- buy yourself time- pretence of certainty even if you are not sure about the answer to a behaviour predicament

- I am going to come and speak to you later about what will happen next
- I am going to walk away to give you/both of us a chance to calm down
- I don't think I have enough information to make a decision right now

Resist the temptation to impose whole class punishments- this can build resentment. Focus instead on a proportionate response for those pupils who have misbehaved- make this as immediate as possible. This is more effective than weight of sanction.

Stage 2: Referral - CPOMS

Referral will result from a pupil persistently not adhering to School Values (see Step 6 on behaviour blueprint) or a serious single incident. It is the point at which a Year Leader or Senior Leader is involved in the process.

Procedure

- Teacher informs pupil that they are to receive a referral and why they have been referred.
- Teacher completes CPOMS which alerts identified staff
- Year Leader or Senior Leader speaks with pupil(s) and records in CPOMS.
- If required, Senior Leader sends letter Appendix 1 to parents with pupil. Senior Leader sends letter Appendix 3 if behaviour incident is in Out of Hours Activity (OHA). Duty staff or Lunchtime Supervisory Assistants should inform Year Leaders of incidents at the end of each break time
- Parent has follow up meeting if required

Procedure for a pupil referred regularly:

- Senior Leader sends Persistent Behaviour Letter (Appendix 2) letter to arrange a meeting with parents. If pupil continues being referred then Stage 3 is accessed.

The policy should be adhered to and referrals should only be used where appropriate. It should not be used for minor misdemeanours e.g. forgetting their PE kit or homework. These should be dealt with by the class teacher. Parents are notified of referrals by letter each time. When recording a referral in CPOMS, the teacher should refer to the school values(Ready, Respectful, Safe)

Following meetings as a result of Appendix 2 and 3, a range of strategies will be arranged as set out in Stage 3.

Serious incidents could include:

- **Racism**
- **Violence**
- **Homophobia**
- **Threats to emotional and physical safety of others**
- **Sexual harassment/violence**

Stage 3: Targeted Behaviour Support

Stage 3 involves regular targeted behaviour support. It may also be used as a consequence of a serious breach of the rules, which requires immediate involvement of parents.

- Pupils may receive regular intervention from Learning Mentor.
- Pupil placed on Monitoring card by a member of the Leadership team.
- Individual Behaviour Plan
- Regular meetings set up with parents
- Outside agencies are used for behaviour intervention e.g. Base 25, Outreach, Inclusion Support, Educational Psychologist

Stage 4: Early Help Assessment offered to parents.

Stage 4 is reached when Stage 3 has not achieved the results required. Following consultation with parents a written contract will be drawn up between the class teacher, parents and pupil in order to end the unacceptable behaviour. A contract for behaviour improvement must be rigorous and rigid. The contract will state explicitly the school's expectations of the pupil, the rewards and the consequences for keeping and breaking it. These rewards and consequences must be reinforced at home as well as at school and thus the contract requires daily oral/written communication with home.

All necessary data about pupils and their contracts with progress reports must be logged in CPOMS which serves as a monitoring tool and discussion for action and support.

Stage 5:

Temporary Exclusion from Class/School; Repeated failure to respond to the Behaviour Policy and/or certain specified serious misdemeanours may result in temporary exclusion either from class but within the school or exclusion from the school. Decisions to exclude pupils temporarily from class or school require consultation between the class teacher or member of staff most closely concerned and the senior leadership team.

If the pupil is to be excluded from class only, then s/he should be placed by agreement with a teacher of a younger stable year group or possibly under the direct supervision of a Senior Leader. The parents need to be informed of such an action as soon as possible by the Senior Leader.

If the behaviour warrants temporary exclusion from school then the decision will be taken by the Headteacher or deputy and parents informed as per City Council procedures using an EX1 form.

Stage 6:

Permanent Exclusion from School; Permanent exclusion will automatically occur for specified actions agreed between Governors and Headteacher. It may also occur if all previous 6 Stages have been exhausted to no avail and following close consultation between the Head teacher, and Governors. Parents are informed as per City Council procedures using an EX1 form.

Support for Parents and Carers

Principles

- All parents and carers play a key role in the discipline of their child
- Parents and carers have a responsibility to inform staff if they are aware of behaviour issues occurring within the school
- All parents and carers can acknowledge difficulties and ask for help knowing that it will be offered uncritically

Procedures

- Parents are informed whenever there is a cause for concern regarding the behaviour of their child, or if their child's welfare is affected by a behaviour issue
- The school offers support through our Inclusion Team who are able to support attendance, homework, behaviour and emotional well-being in pupils.
- The school may offer support through external providers such as health agencies and behaviour intervention.

Meeting Parents

- 1) **Plan the meeting properly- ensure a room is booked. Have some biscuits ready.**
- 2) **Try not to launch straight into conversation about the child. Start with diversionary small talk**
- 3) **Stop the conversation drifting using redirection. "I understand... I need your help with... I hear what you are saying yet..."**
- 4) **Rehearse an exit line in case you need to close the meeting and have a rethink. "I don't want to take up any more of your time." "There's a staff meeting in 5 mins."**

Support for Staff

Principles

- All staff will take responsibility for behaviour management. A clear line of responsibility is in place:
Support Staff > Teacher > Year Leader > SLT (AHT/DHT) > Headteacher > Chair of Governors
- Unacceptable behaviour is acted upon in accordance with school discipline procedures.
- All staff are role models, and should model good discipline through all aspects of their work – particularly in their response to poor pupil behaviour
- All staff, including non-teachers, can acknowledge difficulties and ask for help knowing that it will be offered uncritically.

Procedures

- The staff concerned should deal with unacceptable behaviour immediately.
- The Year Leaders, Assistant Heads, Deputy Head Teacher or Head Teacher must be involved in incidents that are more serious. This is at the stage where the incident is recorded on CPOMS and actioned.