Relational Behaviour Policy

The Willows Primary School

Explore - Dream - Discover

Overview

At The Willows Primary School we are committed to creating an environment where everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our school rules are...

Be Ready, Be Respectful, Be Responsible

so you are Happy and Safe to learn

- We understand that not all pupils arrive to our school knowing how to behave and what our high expectations are, these must be taught.
- We ensure that all pupils are taught the rules, relentless routines and all staff must follow visible consistencies so that our children are proud of belonging to The Willows and wear their uniform with pride.

We agree with Paul Dix;

'Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private'.

All staff have the highest expectations, modelling the behaviour we expect from the children. Positive and productive relationships are central to effective behaviour management. Adults manage and influence behaviour and children are responsible for the choices that they make. Adults take the lead with pupils who struggle to maintain positive relationships. Our Personal Social and Health Education Policy, Circle Time lessons and assemblies teach children about how to treat others well, be polite, kind, have personal discipline and how to seek help for themselves and/or others to keep safe.

Our Aims

- To ensure every child and adult lives our core values every day.
- To keep everybody safe and comfortable in a caring environment where optimum learning takes place.
- To create an ethos of excellent behaviour which reflects 'The Willows' way'.
- To promote a positive attitude to learning.
- To provide clear guidance for everybody in our Willows' community in sustaining high expectations of the conduct of all children and adults.
- To apply a consistent and calm approach which establishes and maintains the same clear boundaries.
- To ensure everybody in our community takes responsibility for managing behaviour and follow-up incidents personally.
- To ensure all adults use consistent language to promote positive behaviour.
- To ensure that restorative approaches are used as an alternative to punishments.
- To create a culture of self-discipline where children know that good behaviour is expected as the norm.
- To help children take control of their behaviour and be responsible for the consequences of it.
- To build a school community, which values kindness, care, good humour, good temper, obedience and empathy for others.

Our Promise

At The Willows <u>all staff will:</u>

- Welcome all children warmly at the start of each day, on entry to school grounds and to classrooms.
- Always identify when pupils/staff struggle to meet expectations and follow up each incident personally.
- Maintain consistent practice with adults establishing the same boundaries, always redirecting or encouraging children by referring to 'Ready, Respectful, Responsible.'
- Deliberately and persistently catch children doing the right thing and praise them in front of others moving the attention from those who make poor choices.
- Know their classes/ groups well and relentlessly develop positive relationships and mutual respect with all children.
- Carry out class coaching/mentoring to teach positive behaviours daily, this may be tailored for some individual needs.
- Use positive language – tell the children what we want to see, not what you don't e.g. 'Show me smart walking' rather than 'don't run'.
- Communicate effectively on the individual needs of pupils, with regard to their difficulties and the strategies which work best to gain a deeper understanding of individuals.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.
- Give the children a voice.
- Give children a 'fresh start' after mistakes have been made.
- Remind children when they make mistakes, quietly and not in public.
- Directly teach and celebrate good behaviour routines, for example, moving inside and outside school, moving from the tables to carpet, how to play 'nicely' etc.

The Senior Leadership Team will:

- Relentlessly follow the above.
- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/ stickers/certificates/Dojo messages home/postcards.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.
- Celebrate in specific ways with children who display 'above and beyond' behaviours.

Positive Reinforcement, Responsibility and Reward

The Willows has 3 simple rules ***Be Ready, Be Respectful, Be Responsible,*** which can be applied to a variety of situations and are taught and modelled explicitly. We ensure that our children's excellent conduct is acknowledged, valued, appreciated and recognised. We aim to develop internal discipline, using an approach based on self-direction and self-motivation to replace control measures such as bribery and control. Recognition should be given when something has not been asked for – don't just celebrate the things that are expected eg sticker for holding the door open - this should be the norm.

Our Rules	Visible Consistencies and minimum expectations from staff	Over and Above Recognition
1. **Be Ready** 2. **Be Respectful** 3. **Be Responsible**	• Daily meet and greet for all children – premises and classroom • Persistently catching children doing the right thing • Challenge children/adults who are failing to meet expectations • Accompany children to and from the playground at the end of every session/ day • Praising in public (PIP), Reminding in private (RIP) • Use consistent language and scripted responses • Identify the behaviour we expect • Explicitly TEACH the behaviour we expect	• Recognition • Praise postcards/ Stickers/Dojo messages • Verbal praise • SLT praise • Class Rewards/ Celebrations • Show work to another adult (inc. SLT)

	● MODEL the behaviour we expect ● PRACTISE the behaviour ● NOTICE excellent behaviour ● CREATE conditions for excellent behaviour	● Star/s of the Week

We want all adults to recognise the positive behaviour of our children whenever they see it. Visitors are asked to find examples of positive behaviour and feedback to the reception staff at the end of the visit, staff are overheard in the corridors thanking children for their Ready, Respectful and Responsible behaviour, School Leaders walk into classrooms excited to discover the very best behaviour. Our recognition culture should be at the forefront of our behaviour and relationship management. It should delight the children who do the right thing every day but rarely get noticed it should surprise visitors with its visibility and slowly gain a reputation in the community for its relentlessness.

Delivering Consequences with Dignity

Behaviour management begins at classroom level with systematic consistency and a kind, positive and proactive approach. This could include any and all below:

Redirection and or distraction	Non-verbal strategies	Gentle encouragement	Sitting in another part of the classroom but still within the lesson
Choices	Set expectation and reminder	Sitting with/near an adult	Peer led approaches – groupings, positive pairings

We encourage all staff to look for natural consequences in the first instance e.g. clearing up a mess, encouraging a sincere apology, catching up with work. We also recognise that not every incident of poor behaviour should result in a Restorative Conversation. Adults will use a range of appropriate consequences that seek to teach better behaviour.

Systematic consistency - Our **BEHAVIOUR PATHWAY** is very clear: Reminder- Warning - Consequence - Follow up/Reparative Conversation and must be followed.

Classroom Behaviour Pathway stepped boundaries - Gentle approach, use child's name, child level, eye contact, deliver message	
1. Reminder	I noticed you chose to … (noticed behaviour). This is a REMINDER that we need to be Ready, Respectful, Responsible. You now have the chance to make a better choice. Thank you for listening. Example - 'I notice that you're running. You are breaking our school rule of being responsible. Please show me smart walking. Thank you for listening'
2. Warning	I noticed you chose to …(noticed behaviour). This is the second time I have spoken to you. Do you remember when ….(model of previous good behaviour)? That is the behaviour I expect from you. This is what I want to see today. If you choose to break the rules again you will leave me no choice but to ask you to … work in another part of the classroom/work in another classroom/complete your work at playtime. Thank you for listening. Example – 'I notice that you're distracting others and not completing your work. You are breaking the school rule of being ready. I have already reminded you about this. Do you remember that yesterday you started your work straight away and got it finished? This is what I need to see today. If you continue to break this rule, then I will have no choice but to ask you to work at a different desk. Thank you for listening.'
3. Consequence	I noticed you chose to … (noticed behaviour). I have reminded and warned you about this behaviour earlier. You have now chosen to work in another part of the classroom/work in another classroom/complete your work at playtime/miss your playtime. You need to speak to me for two minutes after the lesson (to hold restorative conversation – see Repair and Restore below). Example – 'I notice that you chose to use rude words. I have reminded and warned you about this and breaking the school rule of being respectful. You have now chosen to miss your breaktime. Thank you for listening.' **At the start of breaktime spend 2 minutes holding the Repair and Restore conversation.* ***DO NOT describe child's behaviour to other adult in front of the child***
4. **Repair and Restore**	Repair and Restore 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently?

It's not the severity of the consequence, it's the certainty that this follow up will take place that is important.
Each new session during the day presents an opportunity for children to have a 'fresh start'. If a child has a small number of consequences relatively close together, the class teacher must promptly speak to the parents about the child's behaviour. If this happens for a second time, then the class teacher must bring the parents into school for a meeting to discuss the child's behaviour. If children are repeatedly reaching a high-level classroom consequence, senior leaders will support class teachers to create an individual support plan. Parents/ carers are expected to support this plan. Class teachers are responsible for the support plan with full support from senior leaders. If a child struggles to meet the expectations/reach the targets set out on the behaviour plan this will need reviewing. The class teacher, supported by a member of SLT or the Pastoral Team, will meet with parents to discuss the child's behaviour and review the plan. If the behaviour doesn't improve then a further meeting will be held with Mrs Thursfield and the class teacher. Continued or escalated poor behaviour could result in fixed term suspensions being given.

Break time Behaviour Pathway stepped boundaries - Gentle approach, use child's name, child level, eye contact, deliver message	
1. Reminder	I noticed you chose to … (noticed behaviour). This is a REMINDER that we need to be Ready, Respectful, Responsible. You now have the chance to make a better choice. Thank you for listening. Example - 'I notice that you're swinging the bat around dangerously. You are breaking our school rule of being responsible. Please play with it in the appropriate manner. Thank you for listening'
2. Warning	I noticed you chose to …(noticed behaviour). This is the second time I have spoken to you. Do you remember when ….(model of previous good behaviour)? That is the behaviour I expect from you. This is what I want to see today. If you choose to break the rules again you will leave me no choice but to ask you to have some time out. Thank you for listening. Example – 'I notice that you're pushing others on the playground whilst lining up. You are breaking the school rule of being ready. I have already reminded you about this. Do you remember that yesterday you lined up quickly and quietly? This is what I need to see today. If you continue to break this rule, then I will have no choice but to ask you to spend some time out. Thank you for listening.'
3. Consequence	I noticed you chose to … (noticed behaviour). I have reminded and warned you about this behaviour earlier. You have now chosen to miss x minutes of your playtime. You need to speak to me for two minutes after the lesson (to hold restorative conversation – see Repair and Restore below). Example – 'I notice that you chose to use rude words. I have reminded and warned you about this and breaking the school rule of being respectful. You have now chosen to miss your breaktime. Thank you for listening.' **Spend 2 minutes holding the Repair and Restore conversation.* ***DO NOT describe child's behaviour to other adult in front of the child***
4. **Repair and Restore**	Repair and Restore 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently?

It's not the severity of the consequence, it's the certainty that this follow up will take place that is important.
Each new session during the day presents an opportunity for children to have a 'fresh start'. If a child has a small number of consequences relatively close together, the class teacher must promptly speak to the parents about the child's behaviour. If this happens for a second time, then the class teacher must bring the parents into school for a meeting to discuss the child's behaviour. If children are repeatedly reaching a high-level classroom consequence, senior leaders will support class teachers to create an individual support plan. Parents/ carers are expected to support this plan. Class teachers are responsible for the support plan with full support from senior leaders. If a child struggles to meet the expectations/reach the targets set out on the behaviour plan this will need reviewing. The class teacher, supported by a member of SLT or the Pastoral Team, will meet with parents to discuss the child's behaviour and review the plan. If the behaviour doesn't improve then a further meeting will be held with Mrs Thursfield and the class teacher. Continued or escalated poor behaviour could result in fixed term suspensions being given.

Incidents that happen in the classroom

All behaviours must be dealt with immediately and by the class teacher. All behaviours **must** be logged in the class behaviour folder. If monitoring shows a child reoffends then a phonecall/Dojo should be made to inform parents of all concerns.

Pastoral team to monitor class behaviour folders and to decide if a child needs an individual behaviour-monitoring sheet due to them demonstrating persistent low-level behaviours. Parents to be consulted before monitoring sheet is issued. If a child is placed on 'behaviour monitoring' then any future incidents must be recorded on CPoms.

Out of school behaviours

SLT/Pastoral Team will investigate these, and feedback to the class teacher. The class teacher will issue consequences, and incidents will be recorded on CPoms.

Lunchtime

At the end of lunchtime, the LSA must share incidents and the class teacher will record these in the class behaviour folder. Children can be sent into Cloud 9 for SLT/Pastoral Team to investigate. Appropriate consequences will be delivered and recorded on CPoms. Class teachers will be updated.
If an incident has been investigated by a member of SLT, a phone call to parents needs to be made, the person who investigated must make the phone call home.

Where further consequences may be used:

There are some behaviours that have no place within our school and the community, and some behaviours may lead to immediate removal from the classroom and others may be investigated further.
The list below of 'serious breaches' is not exhaustive:

- Physical assault on any member of the school community
- Demonstrating inappropriate or sexualised behaviour
- Stealing from another person or school
- Leaving the school grounds without permission
- Bullying in any format, including online
- Throwing objects with the intention to harm or hurt someone
- The use of homophobic or racist language
- Spitting at another person
- Persistent disruptive/ unsafe behavior
- Intentionally damaging property.

Our systems ensure that ALL children are aware that making positive choices about behaviour results in positive consequences and acknowledgements.

For the very small minority of pupils who do not respond to our behaviour policy or where poor behaviour is persistent or extreme then we will consider:

- Meeting with parents where an individual support plan will be introduced
- Access to individual/ group intervention for additional support
- Access to Cloud 9, and support from pastoral staff
- Coaching, mentoring and targeted behaviour support
- Family support – may need to open an Early Help
- CAHMS referral and therapeutic work
- SEND review and possible reassessment
- Protective consequences, including internal seclusion and fixed term suspension from school

Recording Keeping

- Poor behaviour incidents and incidents of Child on Child Abuse (see Child on Child Abuse Policy) are recorded and monitored termly.
- All extreme consequences, following discussion with SLT are logged on CPoms. This is monitored by SLT.
- Registers are also kept for those children who have individual support plans.
- Children with SEMH (social, emotional and mental health needs) will have Boxalls completed to track their individual needs.
- Teachers will keep notes of incidents in their class file, including any follow up needed with families or SLT.

Working with Parent/ Carers/ Other Agencies

Class teachers and parents will need to work in partnership to ensure that children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Parents will be informed at an early stage where a child is experiencing problems and if their child has been required to take time out for their poor behaviour choices.

School will actively support parents in managing their child's behaviour in a consistent manner. Where appropriate, parents will be given the opportunity to engage in support through the Early Help process.

The school's Special Educational Needs Co-ordinator and the Pastoral Team will provide support for pupils who exhibit challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will offer an Early Help and work with parents to create the plan and review it on a regular basis.

Behaviour Support Meeting

If a child's poor behaviour persists and a child does not respond to our policy then the child and their parents will be invited to a Behaviour Support Meeting to agree on next steps and actions. Parents must accept responsibility for and actively support us with their child's behaviour.

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate; this may include where our children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school
- online (eg gaming, WhatsApp)

For serious incidents such as those detailed in the sections above, a senior member of staff needs to be part of the investigation.

The Headteacher may notify the police and or the local PCSO of any actions taken against a pupil.

If an incident occurs where a child or others are at risk, a child is causing serious damage, staff may need to use physical intervention. No teacher or adult working with children ever wants to use physical intervention.

Physical restraint will be viewed as a last resort and staff will exhaust other strategies before intervening. This is closely monitored. In all matters of physical intervention staff will seek the least intrusive intervention with the least possible force. All physical interventions must be proportionate. Our staff are provided with training on managing behaviour, and a small number of staff will have restraint training. If a restraint is required then staff must complete a 'Record of Physical Intervention or Restraint' proforma following the event, and upload this to CPoms. If a staff member has been hurt by the child, an accident form must also be included.

Anti-bullying
The DfE (Department for Education) defines bullying as**:**

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'
This definition includes the key characteristics of bullying, ie: it is deliberately hurtful (including, but not solely, aggression) and is repeated often over a period of time.

The Willows does not tolerate bullying of any kind and all staff act immediately to stop any further occurrences of such behaviour. We do our utmost to ensure that all children attend our school free from fear where they can learn best.

The following persistent behaviours are classed as bullying:

1. Name calling
2. Using verbal insults or personal remarks to upset another child
3. Racist remarks
4. Physical assault
5. Deliberate damage to another's belongings
6. Intimidating or threatening another child
7. Blackmail
8. Spreading unkind rumours about others
9. Excluding other children from groups
10. Cyber bullying

See the Anti-Bullying Policy for further guidance.

Screening and Searching
Where the need for searching or screening is identified within The Willows, full regard will be held for the guidance outlined in "***Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies" (January 2018) .***

School staff can search a pupil for any item if the pupil agrees. The Head teacher and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Exclusions

In extreme circumstances the Head Teacher or member of the Senior Leadership Team may decide to carry out a suspension or exclusion.

A suspension or exclusion, either fixed term or permanent, from school will only be considered in the most extreme circumstances and the DfE (Department for Education) document ***Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion*** (September 2017) will be followed. This will ensure that all contributing factors have been considered and alternative educational provision will always be sought for suspensions of more than 5 days.

CPD

Professional development is high priority for our school and it is essential that staff attend and access ongoing positive behaviour training both in school and through external agency providers.

Staff training is provided to give a wider understanding of the contributing factors to some behaviours that are displayed by some children in school.