

Relationship and Behaviour Policy

Asquith Primary School.



Agreed by Governors

VISION

Our school vision is to enable pupils to become citizens of the future through Care, Opportunity and Success. We believe that by listening, showing compassion and supporting them holistically, whilst providing a broad and balanced curriculum that allows for a wide variety of opportunities, that our pupils succeed.

We promote our school values of respect, responsibility, determination, understanding, co-operation and honesty.

PRINCIPLES

All staff and pupils are valued as individuals at Asquith Primary and deserve to be treated with respect. We are committed to the wellbeing of all stakeholders. We aim to achieve this in all aspects of school life and provide an ethos, curriculum and school environment which supports the social, emotional and mental health of the school community. Fostering strong, professional and positive relationships is key and forms the foundation of this policy.

We understand that behaviour can be influenced by a range of factors, both internal and external, and we need to establish consistent strategies and support so that pupils and stakeholders feel positive and secure and can learn and work to their best.

We recognise that sometimes it may be necessary to tailor our response to address certain behaviours. Therefore, we may need to establish provision and behaviour strategies or plans on an individual basis in order to meet the needs of the child. Our policy is not a one-size-fits-all approach to supporting our pupils, and we recognise that there may be times when we see more triggers and responses.

We understand that it is key to work with families, the child and staff to ensure that the child is at the centre of what we do. With emotional intelligence and an ethos of care, we will work with everyone to meet the needs of the child and the family.

This policy is for all pupils, staff, parents/carers, governors, visitors and agencies who work within the school and it encompasses all aspects of school life.

OUR BELIEFS

- Our pupils want to behave appropriately
- All behaviour is communication and we need to support pupils in communicating appropriately and safely.
- A pupils should self-regulate and behave appropriately if their individual needs are understood.
- Behaviour that challenges is often due to gaps in emotional development; difficulties in life, leading to a lack of trust and safety within their world.
- The level of emotional development will impact the ability to self-regulate and readiness for learning.
- Learning new behaviour will take time and need support.
- Everybody makes mistakes, it is part of the process, and we need to support to get it right.
- Reflection is a key part of understanding behaviour, and we need to enable the pupils to reflect on the impact and consequences of their actions.
- We need to enable our pupils to develop the skills to self-regulate which may need to be personalized.

AIMS OF THE POLICY

- Expectations will be clear and consistent
- Managing these expectations will take into account pupils personal circumstances.
- Strong relationships between staff and pupils to be cultivated across school.
- Mutual respect irrespective of age, gender, identity, race, religion or disability.
- Pupils will recognise the difference between right and wrong and the consequences resulting from their actions.

- Pupils will develop the skills to self-regulate, be confident, build resilience and keep themselves mentally healthy.
- Pupils will develop a range of social skills and attitudes to use in a variety of situations and to allow them to participate fully in and contribute positively to life as a citizen.
- Pupils and staff will be able to work well with each other and resolve conflicts effectively.

In order to achieve this, we need to provide a safe and secure learning environment, high in structure and nurture. Strong relationships and consistency in expectations are key, but also it is vital to be fair. However, this is not about treating all pupils getting the same but getting what they need - Equity not equality.

(Please see appendix A for how to provide a safe and secure environment)

PUPIL BEHAVIOUR

We expect our pupils to behave in an appropriate way and show respect for all members of the school community.

Our school expectations are:

Be Kind, Be Safe, Be Responsible (KS2)

Kind Hands, Kind Feet, Kind Words (EYFS and KS1)

REWARDS

It is important to acknowledge and celebrate the achievements of all pupils (and staff) at Asquith Primary. These rewards can inspire, engage and motivate to become more confident and independent learners.

- Class rewards -rewards can be given in class for academic achievement, contribution to the class or school community- these will be determined by the class teacher and could include verbal praise, stickers and stampers messages home, class raffles.
- Mentions assembly -each week there will be a assembly for each key stage. In these assemblies, 2 /3 children will be chosen for effort in work and 2/3 children will be chosen for showing the school values.
- House rewards - All children will be allocated to one of 4 houses. Children will be given tokens by staff for demonstrating the school values. The house with most tokens each half term will be given as a reward.

OUR PROCEDURES FOR MANAGING BEHAVIOUR EXPECTATIONS

When managing behaviour, we expect all adults to respond in a non-judgmental, empathetic way that focuses not on the behaviour itself, but the reason for the behaviour and look at ways to support not only the pupil but other parties who have been directly impacted by the behaviour

We expect all staff to engage with restorative practices as these enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Staff need to respond in a way which:

- Understands, and takes account of pupils' individual circumstances
- Provide all pupils with the opportunity to reflect on their behaviour and make the correct choices _
Gets to the heart of why pupils behave in the way they do
- Helps ALL members of the school to understand the impact of their behaviour and develop empathy
- Ensures that any sanctions are fair and proportionate
- Develop pupils' ability to self-regulate their behaviour moving forward.
Addresses any unmet needs the pupil may have

Classroom Management & Restorative Practice:

The aim is always to keep a pupil in class, learning, but not at the expense of others in the class. If a pupil is becoming de-regulated (off task) use the strategies given in Appendix C. If these are unsuccessful then the pupil will be sent to another class. If behaviours persist then a member of SLT can be informed.

- Reflect on what could have been done to prevent the behaviours and discuss with the pupil if possible, at an appropriate time.
- Make contact with parents
- Record the incident on CPOMs

Children who exhibit continued low-level dysregulation will have a behaviour plan written by staff, parents and pupil to outline expectations, behaviours exhibited and consequences.

Managing our most dysregulated pupils:

As an inclusive school we have some pupils who, if they become anxious, may become significantly dysregulated and present behaviour which challenges. All staff should make themselves aware of who these pupils are to try and avoid presenting them with 'triggers' to their anxiety and to understand the individual strategies that may help to calm the pupil and help them to become re-regulated. In such circumstances, it is key to have a connection with the pupil before trying to correct the situation. Often a pupil in such a heightened state of anxiety will only respond to someone they consider their 'key adult' in school, so in such instances staff are advised to seek support SLT or person they know the pupil may engage with.

For any pupil displaying repeated challenging behaviours a consultation will be sought with the Sherwood Area Partnership (SAP) to support in helping the pupil develop appropriate ways to respond to their anxieties/needs and a safety plan will be written with staff, family and the child to ensure everyone knows what is to be done at times of heightened dysregulation.

Following a consultation, the SAP may come into school to observe and advise on strategies.

CONSEQUENCES

Following the restorative practice, it may be decided that a consequence is appropriate. This needs to be proportionate and relevant to the behaviours exhibited. It is important that everyone feels safe in school and understands that there are consequences to poor choices. Consideration will be taken of;

- The severity of the behaviour
- Any mitigating circumstances
- Whether the behaviour is repeated
- How the sanction may support the pupil to adapt future responses to situations/behaviours
- How the sanction may support any party who have been harmed/wronged.

Possible consequences could be:

Loss of breaks/lunch times

Made to complete missed work- in school or at home.

Litter pick in school.

Requesting payment towards damaged property

Loss of responsibilities eg school council/PE lead

Repeated challenging, aggressive or dangerous behaviour or failure to respond to other sanctions may result in more serious consequences such as Internal isolation/suspension or fixed term suspension.

Continued challenging, aggressive or dangerous behaviour or incidents of a significant scale may be deemed serious enough to lead to a permanent exclusion, managed move to another school or use of alternate provision, following investigation by head teacher/governing body.

Physical intervention will only ever be used as a last resort and in line with current safeguarding and statutory guidance. In extreme circumstances, where a pupil's behaviour poses an immediate risk of harm to themselves or

others, or a risk of serious damage to property, any member of staff has the authority to use reasonable, proportionate and necessary physical intervention to prevent injury or harm. Such intervention must be the minimum force required and applied for the shortest possible time. Wherever possible, staff will seek support from a trained colleague and will always aim to de-escalate the situation first. All incidents involving physical intervention will be recorded promptly and reported to the Headteacher (or designated safeguarding lead), and parents/carers will be informed as soon as practicable

Tailoring our Behaviour Management to the needs of individuals

We recognise that it may sometimes it is necessary to tailor our response of dealing with certain behaviours around particular needs of the child and family. We recognise the need therefore to set up provision and behaviour management strategies on an individual basis in order to meet the needs of all children. This is where are excellent relationships with staff, children and parents are especially important. We do not take a 'One size fits all' approach to supporting children with their behaviour and recognise that there can be periods of time where we may see more triggers and responses. We as a staff use our emotional intelligence and our ethos of truly ensuring that children are at the heart of all we do. We endeavour to go the extra mile to meet the needs of our children and families. We take a graduated response to behaviour management.

RECORDING AND MONITORING

All incidents should be recorded on CPOMS briefly outlining the incident, possible triggers and sanctions/consequences.

Parents to be kept informed and meetings set up to discuss the situation:

Parent, class teacher and pupil.

Parent, class teacher Key stage lead and pupil.

Parent, class teacher, member of SLT/SENDCo and pupil.

INCIDENTS OUTSIDE OF SCHOOL

Occasionally incidents may happen out of school which impact within school- especially use of social media. Such incidents may be discussed in school and restorative practice used to resolve the situation, but parents need to understand that they have a responsibility as it is out of school.

This policy is to be read and followed in conjunction with Attendance Policy, Keeping Children Safe in Education, Equality policy, Safe-guarding policy, Inclusion policy.

Appendix A

HOW CAN WE PROVIDE A SAFE AND SECURE LEARNING ENVIRONMENT FOR OUR PUPILS?

In order for pupils to feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable, consistent routines, expectations and responses to behaviour. Being 'fair' is not about each pupil getting the same (equality) but about everyone getting what they need (equity).

Planning	Doing	Responding
Get to know your pupils (and their specific needs and “story”) Devise a well thought out seating plan that suits the class and individual needs. Teachers to plan high quality, engaging lessons that are tailored to the pupil's individual needs Have tasks ready to do as soon as pupils enter the room. Give feedback during lessons and know how your pupils are doing so you can support them to improve Ensure a tidy, well organised space Research and learn: look at ways to effectively support our pupils or seek advice from other staff.	Meet and Greet pupils as they enter school/your classroom. Smile when you speak to pupils. Maintain clear boundaries and expectations around behaviour. Build in and embed routines. Ensure the behaviour of others is well managed. Provide help and support where required. Notice when pupils are not 'there' (physically & emotionally) Engage with parents/carers: the involvement of the parent/carer is crucial when addressing and planning to support a pupil's SEMH needs. Use praise and reward as our main tool. Provide a range of extra-curricular opportunities so pupils can engage with other activities.	Tactically ignore where appropriate. Know how to respond. Know when to respond. Understand the intensity of response needed. Know adults that can be called upon and key adults for the pupil. Use appropriate body language, posture, facial expressions. Look at every event and incident in context. Encourage reflective dialogue and self-reflection and use restorative practise to resolve issues. Seek help as needed

	What this includes?
READY Be ready to start learning on time this includes:	Arrive to school & lessons on time. Bring your reading book and diary to school every day. Wear the school uniform/colours and PE kit Ensure your mobile phone is left at the front office before going to class.
RESPECT Be respectful to everyone and the environment.	Be kind and considerate to all members of the school community; try and see other people's point of view Be respectful for all members of the school community regardless of their background including; their race, religion, age, sexuality, gender identity, physical appearance. Always speak in a polite tone and use respectful language Listen to the person who should be talking Be polite and well-mannered towards others including, hold doors open and let others pass through Put any litter you see in the bins (even if you didn't drop it) Do not bring chewing gum into school - Do not break or damage school equipment Behave according to school expectations when on school visits/trips/residentials Always be honest and take responsibility for your actions Return any items that you have borrowed
SAFE Behave in a way that keeps you and others safe.	Move round the school in a quiet and orderly way (no running) Walk in single file when as a class. Show consideration for others in crowded areas Stay in the correct area at breaks and lunchtime Use social media in a safe and respectful way out of school Do not be verbally or physically aggressive towards anyone Follow school expectations on jewellery
WORK Try your best and complete all work	Work sensibly and do not disturb your classmates Ask for help if you don't understand Do reading/spelling shed/Times Tables Rock stars work as directed by class teacher. Set yourself high aspirational goals.

Stage	Sanction	Example
1 	Reminder of expectation linked to school rules or values <i>Who</i> – Member of staff	Talking over staff Running in corridors Using unkind words Low level disruptive behaviour
2 	Warning - Restorative Conversation Logical Consequence <i>Who</i> – Member of staff	Repetition of stage 1 behaviours
3 	Reflect and Reset - Reset area in the classroom. Restorative conversation Logical Consequence Discussion with parent/carer <i>Who</i> – Class Teacher	Repetition of stage 1 Hurting another child
4 	Logical Consequence – Catching up on lost learning Restorative conversation Discussion with parent/carer <i>Who</i> – Class Teacher	
5 	Sent to Head teacher Restorative conversation Internal isolation or suspension – depend on incident Formal meeting with parent/carer <i>Who</i> – Head Teacher/ DHT	Seriously assaulting another student Seriously assaulting a member of staff Severe disruption
6 	Parents Contacted Parents asked to come into school to support regulation of child. Restorative conversation Logical Consequence if relevant Formal meeting with parent/carer <i>Who</i> – Class Teacher and SLT	Damage to school property Continuous disruption Fighting

Restorative Conversations

- What happened? (All sides of the story)
- How did you feel? How did they feel?
- What have you thought since?
- Who was affected? What was the impact?
- What do we need to do put things right?
- Reach an agreement or logical consequence.

Children need to be regulated before conversations take place.

Examples of Logical Consequences

- You broke something - You fix it/ help repair it/ pay for it with 'time and labour'
- You didn't do your work - You do it now or in your own time
- You misused equipment - You don't use it anymore (for a fixed period of time.)
- You made a mess - You clean it up
- You upset someone – You apologise - say sorry/ write an apology note

Consequences need to be meaningful and proportionate