

Behaviour and Relationships Policy

Subject Leader(s): Headteacher

Aligned governor: Chair of governors

Policy reviewed: June 2021

Next Review: June 2022

Legal duties

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

Policy statement

At Pownall Green Primary School we treat all children with unconditional respect and have high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Policy Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- To support self-discipline and the capacity to make positive choices through praise, rewards, privileges, and positive role-modelling

Key premises of our approach

- **Relationships come first**
Our school ethos promotes strong relationships between staff, children and their parents/carers through the use of restorative approaches. We aim to create a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- **Behaviour is a form of communication**
We consider what might be underpinning a child's behaviour. We don't immediately seek within-child explanations - e.g. labels such as ADHD, ASC. We consider the child holistically/ in context. Their behaviour might be a very understandable response to adverse life experiences.
- **Promote a positive approach**
We spot children behaving well/ doing the right thing. We offer specific and descriptive praise (or for those CYP who find it difficult to accept praise, offer discrete non-verbal feedback). We avoid global statements such as "good boy".

- **Children need predictable routines, expectations and responses to behaviour**
In order to help children feel safe, their educational environment needs to be high in both nurture and structure. We recognise that children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- **Consequences should not shame children**
Consequence (sanctions) that can shame children may lead to potentially more negative behaviour and negatively impacts on the relationship between the adult and children.
- **‘Authoritative’ rather than ‘Authoritarian’ approach.**
The adults in school take an approach where they are ‘in control’ rather than being ‘controlling’.
- **Adults are the role models for behaviour**
Emotional and behavioural regulation must be modelled by the adults in school and not just taught.
- **Small actions can make a big difference**
We recognise that even smiling at/greeting a children on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.
- **Effective home- school partnerships**
Communication from school is proactive and positive rather than reactionary and punitive, and communication that emphasises similarities between home and school rather than differences

*“The parent-child connection is the most powerful mental health intervention known to mankind”
(Bessel van der Kolk)*
- **A whole school approach**
All members of staff are responsible for supporting the behaviour of children across the school. Relationships is everybody’s business! We promote a consistent approach that is embedded across the school, through policy development, displays, choice of language, non-verbal behaviours, and communication with parents/carers, as well as those outside of the school community.

Golden Values

The ethos of our school is portrayed through our Golden Values, which are displayed in every classroom and in other areas around the school. These values are regularly referred to.

*We listen and learn from each other.
We are kind and helpful.
We work hard and celebrate success.
We tell the truth.
We look after the environment and property.
We include everyone.*

Recognition and rewards

We recognise and reward learners who go ‘over and above’ our expectations of them. Our staff understand that a quiet word of sincere personal praise can be as effective as a larger, more public, reward.

‘It is not what you give but the way that you give it that counts.’

Recognition and rewards at a school level

1. Headteacher awards – visit to the Headteacher for personal praise and a Headteacher’s sticker

2. Golden child nomination – Names and personal reason published in the newsletter and a certificate presented in assembly

Recognition and rewards at a classroom level

1. Recognition board – This mechanism focuses on the positives behaviours displayed within the class and aims to motivate others to do the same.

Each classroom has a recognition board (usually on the white board) where children who go over and above the expectation of them can be recognised. Names of children who have gone over and above will be written on the board. We never write children's names on the board for unwanted behaviour because this can be shaming for the child.

2. Praise postcards – This mechanism focuses on giving individuals specific personal praise that can then be shared at home with their families.

Each day teachers send home a number of praise postcards that give specific personal praise to children.

3. Reward jar– This mechanism is a whole class reward system that aims to promote children working together towards a common goal.

The class are rewarded with a 'token' in the jar for excellent behaviour/effort/attitudes. The 'token' is for the class teachers to decide; they could be marbles, dinosaurs, gold coins, gems etc. When the jar is full the class receive a class reward such as a movie afternoon, baking etc. The class reward is agreed in advance with the children so that they know what they are working towards. 'Tokens' are never removed for unwanted behaviour.

Practical steps in understanding and supporting children's behaviour

Staff will remain curious about what children's behaviour is trying to communicate and use strong relationships to connect with the child and understand their current behaviour. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps.

1. *Connection*

Gentle encouragement, a 'nudge' in the right direction, small act of kindness, ask 'Are you ok?' 'Can I help?'

2. *The reminder*

A reminder of the expectations for learners delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

3. *The warning*

A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The adult assesses the child's capacity to self-regulate at that moment and ability to make good choices.

Scripted approaches at this stage are encouraged e.g.

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which expectation it does not meet.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

4. *Private conversation with the teacher who will use their professional judgement as to whether a time-out or a conversation at playtime is most appropriate.*

- a. Staff will always deliver sanctions calmly and with care.
- b. The learner is asked to speak to the teacher away from others.
- c. Boundaries are reset.
- d. Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- e. Learner is given a final opportunity to reengage with the learning / follow instructions
- f. Teacher will explain whether the child needs time-out within the classroom or conversation at playtime.
- g. Learners should only leave the classroom if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
- h. If the step above is unsuccessful, or if a learner refuses to go take a time out then the teacher will request a member of SLT to attend in support.

5. *Restore*

Restorative conversations meetings are a core part of repairing damage to trust between staff and learners. Staff at will take responsibility for leading restorative conversations, senior leaders will support when requested. Our restorative conversations are structured in 7 steps:

1. What's happened?
2. What were you thinking when it happened?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to do to feel better?
7. What needs to happen to put things right?

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Pownall Green we make sure that this is done discreetly.

Pupil support systems

Staff at Pownall always support pupils as much as possible in their academic, social and emotional needs. At times teachers will look beyond the classroom and to the pastoral mentor, inclusion coordination, phase leader or headteacher/deputy to find additional sources of support. Whole school mechanisms to support pupils include:

- Weekly circle time
- 'Ask it' basket
- Restorative conversations
- Restorative buddies
- School council
- Rewards systems

Staff development and support

All staff, no matter how experienced or inexperienced, need support with behaviour issues. We assert the principle that to ask for help is a professional strength and create an atmosphere where staff see seeking help as part of the solution. Support for staff is available from:

- Inclusion Co-ordinator
- Phase leaders
- Wellbeing lead

- NQT Mentors
- Senior Leadership Team
- Behaviour Support Service
- Local Authority Counselling Services
- Courses & Staff Meetings

Liaison with parents and other agencies

Supporting parents/carers is part of supporting pupils. Parents need to be able to communicate their families' needs to the school in a positive and open manner. We encourage parents to approach class teachers in the first instance but recognise that there may be occasions when they may wish to initially share with another adult in school who then has the responsibility for keeping other relevant adults informed. Additional support for parents/carers may include:

- Inclusion coordinator
- Senior leader team
- Primary Jigsaw
- Healthy Young Minds
- School nurse
- Social services
- Behaviour Support Service
- School Age Plus Worker

Preventing bullying

Our clear Golden Values, restorative approach, systematic rewards and sanctions all contribute to the prevention of bullying. Within the PHSE curriculum and planned assemblies all children are taught about self-discipline, respect and how to identify and tackle bullying. Please see our anti-bullying policy for further details.

Recording behaviour incidents

- We use CPOMS to record incidents of unwanted behaviour.
- Senior Leaders use these records to analyse any patterns of behaviour either within a class or for an individual child. This is reported to governors.

Safeguarding

We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multiagency assessment is necessary.

Supporting children with behavioural difficulties

Some children will require additional support to regulate their behaviour. Teachers should alert the inclusion coordinator if children are not responding to the whole school approaches. For some children we will seek support from outside agencies and a My Plan will be created. Some expectations will need to be differentiated for some children.

- *How long should you expect a child who is hypervigilant to sit still during carpet time or assembly?*
- *What might be realistic expectations (in terms of approach to a task) for a child who is terrified of failure?*

- Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability even the risk of asking for help.

- Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach.

- Set up the expectations accordingly, so that children aren't set up to fail.

Similarly some consequences will also need to be differentiated for some children. Some children perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the child, which can also powerfully remind them that you are holding them in mind). Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

Additional principles for supporting children with behavioural difficulties

- *Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.*
- *Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control.* Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful if a child does not have the capacity at the moment to self-regulate.
- *Don't expect immediate results or returns*
A child might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.
- *Recognise that what you feel is a likely indication of how the child feels*
If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the child is feeling inside and what they are projecting out.
- *Expect sabotage from some children and name it*
Keep in mind, Dan Siegel's 'Name it to tame it'. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"
- *Parental engagement and involvement is absolutely crucial*

Organisation and facilities

Pownall has a variety of resources and learning spaces which may be used as part of a pupil's individual timetable or positive behaviour management plan. There will have been prior agreement and a rationale for the use of these resources/areas.

The school will identify a 'Safe Space' for an individual, which has the purpose of providing a safe area of retreat for pupils. The 'Safe Space' may be used by a pupil as a quieter space where they have an opportunity to calm themselves. The need for this may be identified by the pupil (and requested through their preferred method of communication) or may be recognised by a member of staff. Staff should ensure they follow the guidance provided for the correct and appropriate use of the 'Safe Space'.

Managing pupil transition

At Pownall Green, we understand that some of our pupils find the transition between classes within the school and between schools difficult. To this end, we aim to ensure that all pupils have the opportunity to visit the school, their teacher(s) and classroom prior to starting at Pownall Green. We also have a well-established programme of transition for our Reception intake and our Year 6 pupils with receiving secondary school.

Other areas detailed in DfE guidelines – ‘Behaviour and Discipline 2016’

Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Team teach

Team Teach is the recognised method of positive handling in Stockport. We aim for all of our staff to be Team Teach trained. Without Team Teach training Stockport Schools are still required to act in accordance with Stockport's Care and Control Policy. Team Teach training advocates the use of prevention and "de-escalating" behaviours before the use of physical interventions. Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

Any use of force will be reported to the headteacher and subsequently to the LA through the Head teacher's report to Governors. There is a form that needs to be completed every time a reasonable force is used. Please see the business manager for a copy.

Behaviour incidents that occur outside school

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, senior leaders will work with children and families to address the behaviour. The school may issue a consequence as a result of if the unwanted behaviour outside school is when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform at the time or in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate items

What the law allows: There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
- The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Malicious accusations against school staff

DfE guidelines require schools to set out the action taken against pupils who are found to have made malicious accusations against school staff. We will aim to use a restorative approach to resolve the situation in addition to seeking support, where appropriate, from:

- LA School Support
- Human Resources
- Safeguarding team
- Behaviour support

Exclusion

It is always our aim to work collaboratively with parents and families from the earliest stage in supporting children with significant behavioural and/or emotional needs. Excluding a pupil from school will only be used as a last resort and can only be done by the Headteacher. Where exclusion is considered seriously as a major option, the following factors are always considered very carefully:

- the severity of the behaviour in terms of the safety of other children, staff and other adults and the individual themselves;
- significant damage to property;
- specific background factors, frequency etc. (referring to any appropriate records)

The Headteacher can exclude a child for:

- a fixed period exclusion of 5 school days or fewer in one term
- a fixed period exclusion of more than 5 and up to and including 15 school days in total in one term
- the Headteacher will arrange education for the child at a neighbouring school from the 6th day if necessary
- a fixed period exclusion of more than 15 school days in total in one term

- a permanent exclusion Governors have an appeal panel that will consider any exclusion matter.

Praise Postcard



Just a quick note home to say...

Signed: _____

Date: _____

Praise Postcard



Just a quick note home to say...

Signed: _____

Date: _____

Praise Postcard



Just a quick note home to say...

Signed: _____

Date: _____

Praise Postcard



Just a quick note home to say...

Signed: _____

Date: _____



POWNALL GREEN PRIMARY SCHOOL

Love learning, love life!

Rewards for going 'above and beyond'

praise

recognition
board

class
reward jar

praise
postcard

headteacher's
award

golden
child

Love learning, love life!



Steps for supporting behaviour

