

# **TEAM Schools**

## **Positive Behaviour and Relationships Policy**

**2023-2024**

Supported by Paul Dix's 'When the Adults Change'

Adopted: 4.9.23

Review:

This policy is underpinned by the relational approach described by Dan Hughes and using his PACE approach to interactions.

Interactions should be:

P – playful

A – accepting

C – caring

E – empathetic

## **AIMS**

It is the aim of Horwood and Newton Tracey Primary School that every member of the school community feels valued and respected so that they develop a sense of self-worth and love, and therefore our behaviour and relationships policy is firmly based on this.

We recognise that children want to belong, achieve and contribute to their school community. They need high levels nurture and empathy, support, structure and containment in order to feel safe. These fundamental needs are met through relationships with emotionally available adults who are active and deliberate in their actions.

We know that for some children their experiences make it harder to regulate and control their behaviours and in relationship with key adults they need high levels of support in order to do this.

The Positive Behaviour and Relationships Policy is divided into three keys areas:

### Developing relationships

- how we will build positive relationships
- supporting inclusion
- setting clear and consistent boundaries

### Responding and Calming

- promoting positive behaviour
- regulating emotions and being calm
- managing crisis

### Restoring and Repairing

- resolve conflict
- recognise and repair damage
- support long term change
- home / parent links
- responding to serious incidence

We aim to:

- Actively promote de-escalation strategies, reducing anxiety and promoting self-regulation in order to promote readiness to learn.
- Provide a consistent approach to behaviour management across the school.
- Manage behaviour in an age-appropriate way and takes into account SEN and disabilities.
- Remain calm and regulated in our response to behaviour.
- Have open communications with parents and carers so that all behaviours are shared.

## Developing Relationships

The school community aims to promote an environment where everyone feels happy, safe and secure. Provide a safe and secure working environment in which respect is shared by staff and pupils. All staff work to build relationships with the children in their care, with each other, with parents and with other community member and professionals connected to the school.

School staff will take deliberate actions in order to **build relationships** including:

- Getting to know the children well.
- Paying explicit attention to ensuring children know they are safe and protected from harm. For some this will be easily understood however some children will need more explicit explanation, regular reassurance and safety signals.
- Recognising and celebrating children uniqueness in both formal and informal ways
- Seeking their views on topics that matter to them
- Ensuring their needs for basic care, food, warmth and love are met
- Encourage a calm, purposeful and happy atmosphere conducive to good learning, to enable pupils to feel safe in our school.
- Build positive relationships with the children and know them well.
- Provide opportunities for children to learn and practise their developing social skills

We actively seek to **support the inclusion** of all children by:

- Understanding that a child's behaviour communicates something to us. We will understand this better when we listen to the child, their family, other colleagues and professionals relevant to the child.
- Following the schools SEND process
- Openly address issues of emotional health and well-being by helping children to understand what they are feeling and to manage their emotions.
- Ensure fair treatment for all
- Developing a broad and balanced curriculum that ensure access to opportunities and curriculum enrichment for our most vulnerable pupils
- Manage change and stressful or exciting activities in ways that help children anticipate and be prepared for them.
- Provide calm and predictable environments, tasks and interactions to support feeling of safety and competence.

Our staff have **clear expectations** and set **consistent boundaries** for children's behaviour by:

- Expecting all children to achieve their potential in all aspects of the curriculum
- Encourage children to take responsibility for their actions and therefore emphasise the importance of making good choices.
- Being constant about the rules in place and how they keep children safe
- Regularly reviewing and discussing the rules and how they applied in each school at least once per term during a staff meeting
- Developing and applying a consistent approach and ethos for classroom management
- Developing and applying a consistent approach and ethos for playtime provision

### **Our School Code: THINK**

Try hard

Help when you can

I am ready to learn

Next time I'll do a little bit better

Kindness is me

### **CLASS / SCHOOL BEHAVIOUR MANAGEMENT –**

It is widely recognised that if children have a clear and consistent approach to behaviour they are more likely to also behave in a more consistent manner.

We operate a very clear approach to how we can gather a class back together / larger groups together quickly.

The following process is to be used by all staff.

Raise your hand and say the word STOP

Then say EVERYTHING DOWN (wait for all pupils)

Finally say EYES ON ME

As this system becomes more embedded in school we may simply raise our hand and children will know what we expect and react accordingly. It may be pertinent to thank those children who have stopped straight away.

When everyone has stopped, thank the whole group for being ready.

### **Coming into school**

How the day starts sets the tone for the rest of the day. At Pilton Infants', we firmly believe that all children should receive a warm welcome as they enter school. A member of staff from each class will be on the entrance doors each morning to say hello / good morning to their class.

There will also be opportunities for parents and children to share any 'immediate information' to the class teacher.

### **Movement in and around School**

Fantastic Walking - All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children are expected to behave appropriately whether with an adult or not.

### **At play time**

All children will be escorted to and from the playground by an adult.

At the end of the break a bell is rung – all children stop what they are doing and stand still. They line up in their allocated place ready to come in. The adult supervising will collect the class ON TIME, bringing them into school in an orderly manner.

### **Playtime Supervision**

Teaching assistants are required to perform supervisory duties including playtime. When on duty, staff should circulate and take the opportunity to engage with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

### **POSITIVE BEHAVIOUR**

At Horwood and Newton Tracey we use our 'Learning Animals' to promote positive behaviour and help build resilience. Throughout the week staff will look for opportunities to praise children and relate their behaviour to one of the learning animal. At the end of the week a celebration assembly is held and children are chosen to receive a reward where they have displayed behaviour related to one of the animals. This is communicated to the children and their parents'.

Teachers look for positive behaviour and good learning throughout the day which is reinforced verbally by the class teacher and 'Dojo Points'. We also look for opportunities to discuss how children are feeling, noticing when they are calm or when they are becoming dysregulated. We use an emotional thermometer with the children and notice the different emotional states and react accordingly linked to the 'Feel It' program (Appendix 1).

### **Responding and Calming**

Our aim is to promote high levels of desirable behaviour throughout the school day. We recognise this is not always easily achieved and need to respond to disruptive behaviour in an active way that helps children return to a calm and controlled state as quickly as possible, causes the least disruption to the learning or others and does not increase the trauma experienced by the child.

We will **promote desirable behaviour** by:

- Noticing and drawing attention to those behaving in a desirable way with appropriate praise and recognition for this without drawing attention to any not behaving in this way. We avoid explicitly shaming children when praising the behaviour of others.
- We remain calm and deliberate in our request for children to comply with our instructions
- We check to ensure that instructions have been understood
- We make explicit reference to our belief in the child's ability when requesting they comply
- Naming and acknowledging our own emotional state and explicitly teaching children to understand how they can escalate and de-escalate between calm and aroused states using the emotional thermometer which is displayed in every classroom and at other key places around school
- Exploring behaviour and consequence through our structured PHSE curriculum
- Promoting positive learning behaviours using building learning and learning power animals
- Modelling appropriate social skills and emotional regulation.
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We support children to **regulate their emotions and be calm** by:

- Understanding how children can become dysregulated drawing on our knowledge or neuroscience, fight, flight and freeze responses.
- We are explicit in acknowledging and naming emotions for children at the earliest opportunity when they are becoming over aroused.
- We understand and meet the child's emotions with calm and soothing responses
- We do not attempt to address restoring and repairing a situation while the child is dysregulated.

When children are dysregulated and not controlling their behaviours we will endeavour to **manage the immediate crisis**, keeping other children safe and protecting the child from further trauma as a result of our actions.

- Adults remain calm in their interactions, offering reassurance and co-regulation
- Children emotions are recognised and acknowledged – staff make simple statements such as I can see you are very upset; I can see you are angry. Simple, concise language is used.
- Suggestions are offered including indicating a safe space where the child can go – an adult remains with them or very close by to ensure ongoing co-regulation and support. Children are only moved away from their classroom when it is in their best interest to do so to allow them time to regulate their emotions and to ensure they do not cause harm. On these occasions it should be clear that this is to help the child and that an emotional available adult accompanies them to provide the required co-regulation. Adults may initially accompany a child but enlist another calm adult to assist or take over to ensure the child is supported.
- Other children present are reassured, adults support them to be cared for and offer co-regulation. They may be calmly asked to move to another area
- Where a situation need to be conveyed to another adult this is done without further shaming

For some children their experiences make controlling their emotions and behaviour more challenging. When this is the case or if particular behaviours are unmanageable, cause harm to others, ongoing disruption to learning and distress to the child a Behaviour care plan will be developed in conjunction with the SEN or pastoral teams. The behaviour care plan will give further strategies and individual responses for children. The provision for the children to calm and regulate including identifying safe spaces to go and calming, regulatory activities will be included in the behaviour care plan. These will ensure consistent approaches across the team in responding to the child. Where appropriate a co-regulation plan will also be considered to prevent escalation of behaviours to unacceptable levels. The child's SEND needs will also be considered to ensure they are able to access appropriate and meaningful learning opportunities.

### Repairing and Restoring

We recognise the importance for children and our school community of repairing the damage done when children have acted in ways outside of the normal behaviour expectations. Furthermore, we recognise that the concept of repair gives a child the opportunity to restore their place in the community and gives the community a chance to forgive and welcome the child back. These concepts require us to act using cognitive skills that are not accessible to us when dysregulated and so should always be enacted after a child has experienced co-regulation and is truly calm and supported.

We will support children to **resolve conflict** by;

- Listening to and understanding their views and the things that are important to them
- providing them with the language, understanding and support to see others views and know the impact their actions have on others in order to repair these relationships.
- explicitly use language of repair rather than of shame and blame
- Where children do not have the skills to reflect on their actions we will use the WINE model to reflect these to the child

W – I wonder if... I – I imagine that was... because N – I noticed that... E- Empathy: That must have felt...

Adults will help children to identify the impact/consequences of their actions. We recognise that **consequences** should relate directly to the action or behaviour for example not completing your work results in work that still needs completing, being unkind to another damages that relationship and make the friendship uncertain, throwing things causes damage or mess. It is these 'real' consequences that we will help children to address and **repair**. This might be:

- To apologies or make amends to a person affected by your actions
- Completing unfinished work
- Tidying or repairing an area or damaged item

To avoid further trauma to the child we will focus on the language of repair and fixing things that went wrong.

Adults will support the child to **make longer term changes** to their behaviour by:

- Continuing to know they are valued, cared for and we believe in them to do the right thing.
- Helping them to see they are able to fix, repair and change circumstances – situations are neither fixed nor hopeless.
- Acknowledging and accepting a child's feeling attuning and validating their experience without judgment
- Reflecting to them the impact of others and real consequences of their behaviours
- Supporting their emotional growth and understanding through co-regulation until they are able to regulate without support.

- Continuing to use both the PLACE and WINE models throughout these difficult interactions.

### Home / Parent Links

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations through parent information leaflets, the sharing of this 'Relationships' Policy, the school website and our 'Behaviour Expectations' which are displayed around the school environment.

Positive aspects of children behaviour are reported to parents through reports, parent evening consultations and face to face or telephone conversations. Where a child has been struggling with their behaviour staff will seek specific opportunities to share examples of the child's actions that have been desirable.

Any behaviour incidents that need to be communicated with parents will be done face to face at the beginning or end of the school day or by telephone.

If a parent/carer wished to discuss a behaviour incident, in the first instance this will be with the class teacher.

When a Behaviour Care Plan or Relational Plan is written for a child parents will be made aware of the content of the plan and able to contribute to this process should they wish.

### Responding to serious and harmful behaviours

Disruptive behaviour especially behaviour which infringes the rights of others' will not be ignored, but will be dealt with using a kind, but firm stance using Restorative Approaches. Staff will invest time with individual pupils, remaining calm, whilst attuning to their feelings and validating the emotions they are experiencing. They will then support the pupil in feeling safe and being able to self-regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if need be 'restore and repair' following the principles outlined in this policy.

Wherever possible incidence will be addressed on the same day however, we will make reasonable adjustments for those children with identified needs. If repeated incidents occur after the intervention of a Senior Leader, or an incident is perceived as being very serious, the issue will be referred to the CEO.

### Serious Incidents

We recognise that young people can abuse other young people. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; abuse in intimate personal relationships between peers; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes and semi nudes images and or videos; upskirting and initiating/hazard type violence and rituals (Keeping Children Safe in Education, 2021) There



is no place in our school community for these behaviours. More serious incidents are therefore reported to a member of the Senior Leadership Team (all of whom are Designated Safeguarding Leads) who deals with the incident, with advice and guidance from other Local Authority advisers and partners where necessary, and logs the details on CPOMS. These are always reported to the Head of School. The school's approach is clearly articulated in the Child Protection Policy under 'Child -on-Child' abuse. The duty to keep all children safe and to have the best interests of the child / children involved at the heart of any decision making will be central to any actions taken. The school may choose to apply the most appropriate sanction, up to and including exclusion (for a fixed period or permanently). We recognise exclusion as the ultimate form of rejection and the damage this causes to individuals and our school community. Only the head of school, or the Trust CEO, can exclude a pupil from school. An exclusion will be taken as a last resort and will only be taken by the CEO. In accordance with our exclusion policy the decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy,
- If allowing the pupil to remain in school would seriously harm the education or welfare of others
- When all attempts to manage and address the behaviour have been exhausted.

#### Use Reasonable Force

Incidence where the use of physical restraint is needed are extremely rare. We recognise that the use of force on a child will cause them harm which can be long term and is distressing for all involved. Good practise guidance for physical restraint is outlined in the Physical Contact and Restraint Policy and is recognised by all as a last resort used only when to not to restrain the child puts them at risk of harm.

#### Glossary of terms:

Nurture

Containment

Emotionally available adult

Safety signals

Safe space

Co-regulation

Regulatory activities

#### Appendix

Relation approach – Dan Hughes – PLACE

Behaviour care plan

co-regulation plan

'Feel It' program materials: REFLECT-REST-5STEP-TEACHING NOTES, REFLECT-RESET-6-STEPS-1, FEELIT-MAPPER-TEACHER-NOTES, FEELIT-FIX-TEMPLATE\_CHART, 6 steps to RESET widget