



DfE Statutory Policy

# Relationship and Positive Behaviour Policy

DfE22

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## Rationale

At Brentnall Community Primary School, we aim to ensure that all members of our school community are within a safe, caring and positive environment, where they are appreciated and valued as individuals and given the opportunity to succeed.

We aim to help children develop into positive, responsible and increasingly independent members of the school community and help them to understand how making the right choices can have a positive impact on their learning.

## Aims and Objectives

We believe that for effective teaching and learning to take place, all members of the school community should strive to demonstrate positive behaviour.

We aim to do this by:

- Promoting respect for others, ourselves and our environment
- Promoting routines that support positive behaviour
- Recognising and rewarding good behaviour and celebrating success
- Modelling the behaviours we expect to see
- Promoting self-discipline and high self-esteem
- Being firm, fair and consistent in our approach and response to both positive and negative behaviour
- Acknowledging that all children are different and require different methods of behaviour management and where appropriate, use different approaches suitable to the individual's needs
- Explaining and modelling the behaviours we expect to see
- Providing an environment that is purposeful, calm, secure, and safe from disruption

## Positive Relationships

At our school we have three core values:

We learn;

We respect;

We succeed.

These rules are used to promote positive behaviour and learning by encouraging and developing positive relationships. Each rule helps all members of our community develop respect and responsibility, whilst setting appropriate boundaries. Through this approach and other learning strategies we endeavour to support all members of our community in and out of Brentnall Community Primary school. We believe that this approach is key to positive teaching and learning experiences. Staff will model these rules through all interactions at school.

Our approach is committed to **safeguarding** and promoting the positive emotional and physical health and well-being of every individual involved in our school.

All members of our team share a commitment to being 'part of something' and making sure 'everyone is welcome.' We work towards creating a learning environment that is 'fuelled by creativity' and will always apply strategies to encourage effort, progress and attainment. When children find some aspects of school challenging, every effort will be made to **make it work** before any warning or sanction is issued.

At Brentnall Community Primary School, we recognise we have children with a variety of needs. Where adaptations are made to the whole school behaviour expectations, an approach of 'additional to and different from' is adopted.

At our school, all behaviour is understood as communication and poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We expect staff to work to identify the need, 'unpick' the situation and provide developmentally appropriate support to remove the barriers to successful engagement in school life.

At Brentnall Community Primary School we welcome the interest and close involvement of parents/carers and by choosing to send their child to our school, we expect that parents/carers will support the school's behaviour policy. If a child's behaviour gives cause for concern, parents/carers will be involved as soon as possible. Parents/carers will be invited to work with school in order to support the child to develop appropriate behaviour.

## Specific Approaches and Strategies

### Tier 1

At Brentnall Community Primary School we strongly believe that all children can succeed and we have a commitment to use all our knowledge to ensure that children feel safe, supported and are given the right environment to adhere to our values and provide an atmosphere conducive to learning.

Inclusive classroom strategies are key to ensuring positive engagement and recognise that at times children could find some areas of school difficult and may need additional support from adults or their peers. Children need routines in place to feel safe and secure.

With routines and expectations in place, children are in a safe place to manage their feelings, emotions and behaviour. It will foster opportunities for children to learn and remove many barriers to learning.

### These strategies include:

- All staff using a consistent approach with **firm, fair and explicit boundaries** by reminding children of the Brentnall values at all times.
- All staff using a calm tone of voice and where needed, using simplified language. There will be no public humiliation and raised voices from staff members will be challenged.
- Praise will be given to the children displaying the behaviours we expect to see as a reminder to all children of our high expectations.
- All staff having high expectations at all points of the school day, including lesson time, playtimes and when lining up.
- Using positive language focusing on choices and believing that children can succeed, reinforced with positive consequences (examples listed below).
- Providing an organised, clutter free learning environment, where children feel safe and calm and are able to be independent in using resources to facilitate their learning.
- Utilising flexible groupings in class learning to raise aspirations in both learning and behaviour and develop positive relationships across all groups of children.
- Planned seating on the carpet, when at tables and in the line to ensure that all children feel safe and can succeed. This is changed regularly.
- Adults directing children into groups or pairs for learning so that uncertainty does not lead to anxiety.
- Sensory needs are addressed to ensure there is an appropriate level of challenge in the learning.
- Clear explanations of why children are following our Brentnall values and making it explicit of what the rules mean.
- Staff knowing individuals well so they are able to pre-empt any changes to the school day to ease potential anxiety.
- Visual timetables are used in every class and when needed, individuals have their own accessible timetables.
- Routines and expectations are consistent across all staff e.g. lining up after break, walking into assembly. Adults modelling expected behaviours and managing children in a calm and consistent manner.
- Staff 'checking in' with children at key points in the day; making time to listen and support and problem solve if needed.
- Open and honest relationships between staff are valued: learning from and supporting each other. Positive relationships allow staff to challenge each other in a constructive, purposeful manner.
- Moving children within the classroom if necessary; to encourage engagement, reinforce expectations about resources and to distract children with an attempt to re-engage with the children.

- Liaise with SENCO to ensure that the classroom environment is suitable for the needs of the individual, for example to avoid overstimulation.
- SENCO will share relevant paperwork for individuals such as Pupil Profiles, Educational, Health and Care Plans (EHCP) and targets from other agencies.
- When new children join Brentnall Community Primary School, they will be taught our school's expectations and their transition will be supported.
- Negative behaviours will be 'unpicked' to ensure correct support is in place.
- Staff will have agreed phrases that they will use when supporting a child in distress, this might be when additional support is required, when staff need to remove themselves from the situation or when another member of staff recognises a staff member needs to step away from the situation.

All staff at Brentnall Community Primary School understand the importance of genuine praise and understand that this is presented to the children in a variety of ways, these include;

Verbal praise- specific and descriptive

Dojo points and class praise systems

Celebration certificates in Friday Assembly

Kindness slips

'Shout-outs' on the school newsletter

### **Any poor behaviour choices are dealt with following the tier process**

#### **Tier 2**

This system will only be successful if the staff members have addressed their learning, sensory and emotional needs in Tier 1. At all stages on the tier process, children will be given the chance to rectify their negative behaviours and make positive improvements.

There are times when children may choose to distract other children from their learning and not follow the Brentnall values. Staff are aware that these times are rare and will be mindful that the distraction could be a result of an unidentified trauma or difficulty. When speaking to the child, the adult is mindful of this and is clear in describing the desired behaviours.

Whilst the behaviour may not be following our school values, staff will try to understand the behaviour and question any unmet needs, or relationship difficulties within the classroom. Once this is addressed, the negative behaviours should be reduced.

Staff are as clear as they can be, given the information held about the child and the context of the behaviours, to the behaviour being a choice, **not** a result of finding the learning challenging, or an unmet emotional or sensory need.

The member of staff gives the child a VERBAL WARNING. This separates the child from the choice of behaviour, as well as stating explicitly the behaviour which has been chosen. Our values are mentioned along with what we would expect to see. This is done as quietly and with as much subtlety as possible: this way the impact of making better choices and changed behaviour is increased by not publicly shaming the child.

Threats **will not** be made as this is wholly ineffective and can cause the escalation of inappropriate behaviours.

### Tier 3

If the child chooses to continue the same inappropriate behaviour and not working within our school values, the member of staff will indicate directly and quietly to the child a second verbal warning.

If this behaviour then continues a yellow card will be issued. This again will be issued directly and quietly to the child without drawing attention to the behaviour by others around them. Quite often there will be no additional explanation needed. If it is needed, then the member of staff will talk to the child directly, again making it clear what the behaviour is and how to change it. This is the second chance the child has had to modify their chosen behaviour.

### Tier 4

If the child continues to behave in the same way a red card will be issued. There will be **no public shaming or humiliation** at any point of the tier process. Any behaviour that has resulted in a red card being displayed will be recorded on CPOMS.

At times it might be deemed appropriate for a child to be removed from the situation and placed in another classroom for a short period of time. The teaching in that class will not be disturbed. There is very little interaction with the child so as not to disturb the learning of the class and there is no public humiliation in front of this class. They may take their learning with them to complete, but receive no additional support from adults.

The child is then reintegrated into their class, after the time of reflection. The teacher welcomes the child back, making it clear they are liked and valued. The consequence to the behaviours shown will be dependent upon the context of the red card as well as the individual needs of the child.

If there is physical violence or the use of abusive language (including racist languages) the child will be given a straight red card and is escorted to a member of SLT. This could be for biting, kicking or fighting.

The incident is unpicked and other children will be brought into the discussion if necessary. At all times, adults are mindful that there are other anxieties and trauma which may be at the core of these behaviours. Appropriate sanctions will be decided upon at this point.

The child's main care giver is informed if a red card has been given during the day. If there are multiple red cards issued in a short space of time, then a formal meeting with the class teacher and a member of SLT will be held. Actions from this meeting will be recorded on CPOMS.

At times debriefing may be needed for staff following an incident and support provided, time would be taken to unpick the incident and supervision provided for staff involved.

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For children who find emotional regulation challenging and have persistent difficulties, a bespoke programme to support the child will be put in place involving external professionals when appropriate and parents.

In extreme cases where a child's behaviour indicates a risk to others an **Individual Risk Assessment** will be completed and shared with the family and external professionals.

There will be 'no surprises' as parents/carers are informed when there are concerns. Concerns raised by teachers with parents should be face to face or via the telephone.

***“Good discipline’ in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.’***

***(DfE Exclusion from maintained schools, Academies and pupil referral units in England, 2021)***

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is persistent or serious.

If the severity or frequency of incidents is not reduced by the above approaches or if an incident is considered severe enough then, following statutory guidelines, external fixed term exclusion will be considered. It is the school's intention that any fixed term exclusions will be of the shortest time deemed possible, in order to seek support and put further measures in place.

Continued fixed term exclusions may lead to a reduced timetable for the child if it is the school's belief that a reduced timetable would have a positive impact on the child's behaviour, prior to returning to school full time as soon as possible. This will be discussed and agreed with

parents/carers and reported to the local authority. The risk assessment review date will be identified, and increased attendance will always be the desired outcome.

Ongoing severe incidents and fixed term exclusions may lead to the schools working with parents/carers and the local authority to seek a managed move to another primary setting. This may include seeking alternative provision and is an option which would prevent a child being permanently excluded.

For the most serious behaviour incidents or in a situation where all other avenues of management have failed, a permanent exclusion will be instigated. This will be conducted within the statutory guidance and will be the decision of the Headteacher following consultation with the Chair of Governors. On occasion the incident may require immediate internal or external exclusion. The following is a list of DfE examples where exclusion may be required. We will always make reasonable adjustments for all pupils with SEND to fully support them in meeting our behaviour expectations:

1. Persistent, serious or offensive verbal or physical abuse of a child or adult.
2. Dangerous behaviour (likely to result in serious harm or accident).
3. Deliberate damage to property
4. Includes:
5. Open defiance
6. Leaving the school site without permission
7. Bringing an illegal or dangerous substance or object into school.

It is important to note the response or sanction given for any incident does not set a precedent for future responses to similar incidents of behaviour involving other children.

## CPOMS

CPOMS is a tool to record any safeguarding concerns, as well as behaviour incidents. Entries on CPOMS are written as professionals. The entries will provide factual information about the incident.

A: Antecedent – what was happening before.

B: Behaviour – what behaviour we saw.

C: Consequence – what happens immediately after the behaviour

## The School Day

There are three sessions in a school day. At the end of each session, there is a conversation between the child and the member of staff about the choices made and about how it could be different in the next session.

The sessions are:

Before playtime

Playtime until lunchtime

Afternoon



If any children are not following our school values during assembly, the staff leading the assembly will take what is seen as appropriate consequences.

At the end of each session, the adult ensures that the relationship is re-established and the child knows not only what the desired behaviours should be, but also that the adult cares about them and believes that they can succeed. Conversations with children are always led showing kindness and compassion. There needs to be a 'connection to get correction'.

### **Playtimes and Lunchtimes**

Playtimes are appropriately staffed to ensure that all children are safe. Adults regularly enforce our school values, especially in relation to looking after equipment and treating people with kindness and respect.

Adults on duty must:

- Ensure that all children are safe
- Demonstrate their recognition of positive play and relationships
- Encourage and teach new games
- Pre-empt overly physical play and intervene
- Space out around the playground and focus upon children's well being
- Be aware of vulnerable children ensure they have successful playtimes
- Seek support instead of escalating inappropriate behaviour
- Be easily visible so they can be quickly identified by both children and other members of staff.

It is expected that members of staff on duty will be proactive and intervene to prevent negative behaviours escalating.

All efforts should be made to 'make it work' at playtimes; however, children come in to meet with a member of the senior leadership team (SLT) if:

- There is a physical assault on another child
- A child is being verbally abusive or rude to staff or other children
- There is a friendship dispute which needs addressing due to historic events or parental contact.

It is important that the children check in with their class teacher at the start of the afternoon learning session, with a quick summary if an incident has taken place. They let the teacher know which adult has supported them in resolving the issue. If the lunchtime supervisor is leaving after lunch it is crucial that any vital information is passed on to the class teacher or SLT before leaving the building.

The class teacher must ensure that any significant incidents are recorded on CPOMS.

## **Protect, Regulate, Relate and Reflect**

***Our school approach is committed to educational practices which Protect, Regulate, Relate and Reflect***

### **To Protect**

- Increased safety cues are in place in all aspects of the school day, including meet and greet at the door of the classroom, eye contact and positive non-verbal communication, line and carpet places, clear and calm start and end of day routines, initiating conversations with children and knowing and using names.
- Staff create an environment and ethos where children feel happy, safe, valued and are able to learn effectively.
- Staff are empathetic towards children's needs and recognise and adapt interactions according to their knowledge of the child.
- Staff have continuous professional development on understanding the specific needs of children, including sensory integration, learning needs and emotional needs.
- Staff ensure that social interactions with children are socially engaging and not socially defensive to decrease the likelihood of children acting defensively e.g. explaining why a behaviour or comment may be disrespectful instead of 'telling off'.
- There is a whole school commitment not to use **shouting, put downs, criticism and shaming**. Staff are firm in their tone and instructions. It is important that staff work together in ensuring that this commitment is evident throughout the school and the Headteacher is informed if there are any concerns.
- School staff are flexible in their approach towards vulnerable children to correspond with their developmental capabilities and experiences of traumatic stress, whilst still within the boundaries of this policy and having high expectations.

### **To Regulate**

- Mindfulness strategies are in place which are specifically designed to bring down stress hormone levels enabling children to feel calm, soothed and safe.
- Class teachers ensure that there are fun activities in the classroom to encourage teamwork and human connections.
- A level of calmness and presence in the classroom ensures a safe place to learn and make mistakes.
- A strong SRE curriculum promotes tolerance and understanding.

### **To Relate and Repair**

- A whole school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Adults to initiate repair and model the behaviour showing empathy and kindness, making it clear that the child is liked, this reduces any shame which can then lead to escalation.

### **To Reflect**

- Staff value good listening, dialogue, empathy and understanding.
- Staff help the child make sense of what may be going on that could be impacting on their behaviours.
- Key staff members in school provide support for parents and children in meaningful conversations to empower children to better manage their emotions in their home situations and in life in general.

### **Team Teach/Positive Handling**

At Brentnall Community Primary School, we recognise that sometimes children experience emotional difficulties and this results in them displaying behaviours that are erratic and sometimes unsafe.

Most staff within the school have received Team Teach training, when a child is experiencing such behaviours it may be necessary to keep them safe through physical intervention. The focus of Team Teach and at Brentnall Community Primary School is always on de-escalation and the use of positive handling is used as a last resort. Physical intervention is only used if it is deemed the best method to keep an individual safe or for the safety of other children or staff members.

In order to ensure all members of the school community are safe we:

- Always ensure that the language of de-escalation and distraction are used to try to prevent positive handling techniques being implemented.
- Ensure that there is a minimum of two people in the room with the child if such strategies are required.
- Ensure that the adults in the room are the best possible adults for that individual child.
- Staff will have agreed phrases that they will use when supporting a child in distress, this might be when additional support is required, when staff need to remove themselves from the situation or when another member of staff recognises a staff member needs to step away from the situation as this is in the best interest of the child.
- A de-brief will follow a situation where positive handling has been initiated to reflect on strategies that may prevent further incidents of this nature in the future.

## Partnerships

At Brentnall Community Primary School, we work closely alongside other agencies to support our behaviour policy.

The partnership between home and school is vital and needs to be a positive working relationship which benefits the child. We seek parental engagement when dealing with negative behaviour issues in school. We encourage parents to work with us and share strategies which can be implemented both at home and in school.

Brentnall Community Primary School also works closely with other agencies such as CAMHS, educational psychologists, education welfare officers (EWO), school nurse, Primary Inclusive Team, amongst many others.

## Behaviour Consequence Chart

This is not meant to be an exhaustive list but merely used as a guide for appropriate consequences.

Behaviour	Consequence
<u><b>Yellow Behaviours</b></u> Shouting out Not following instructions Deliberately provoking other for a reaction Disturbing others during lesson time Not staying in seat/ carpet space during lesson time Running in school Not lining up properly Interrupting Not listening when being spoken to Answering back Inappropriate comments Throwing objects but not at people Invading other children's personal space Play fighting Inappropriate noises Not tidying up Not sharing Reacting differently to different adults e.g. respect	<u>Tier 2</u> Warning  Second Warning  Yellow card issued  Miss 5 minutes of playtime/ lunchtime  Miss 10 minutes of playtime/ lunchtime  Reflect upon actions  *Recorded on CPOMS
<u><b>Orange Behaviours</b></u> Hiding from adults Lying Throwing objects at people Refusing to complete work Name calling/ teasing Damaging or destroying other's work Disrespectful speech and actions Damaging objects around school Ignoring staff instructions Threatening behaviour or language towards children or staff Deliberately hurting others Screaming	<u>Tier 2</u> Warning  Yellow card issued  <u>Tier 3</u> Red card issued  Complete any missed work / repair any damage  Miss all of playtime/ lunchtime  Reflect upon actions  <b>All Orange behaviours will be recorded on CPOMS</b>
<u><b>Red Behaviours</b></u> Swearing/using offensive language Verbal threats Spitting Fighting Biting Kicking or hitting other children, adults or objects around school; e.g. walls, furniture, resources Running away Climbing fences/ gates Bullying Racist behaviour or using racist language Physical aggression Stealing Damaging property (school or belonging to others)	<u>Tier 4</u> Red card will be issued  Removed from situation  SLT informed  Parents informed  Reflect upon actions  <b>All Red behaviours will be recorded on CPOMS</b>