



Broad Square Primary School



Relationships for Behaviour Policy

Copies of this policy are available in a range of formats upon request via the school office.

Date Created: November, 2018.

Updated on:	Changes made / notes:
September 2018	School values added. Detention altered to reflection.
November 2018	Lunchtime behaviour altered. Addition of 'Good to Be Green' system.
January 2022	Previous behaviour policy reviewed and remodelled to create our new attachment and trauma informed "Relationships for Behaviour Policy".
March 2023	Section 5.2 added

Relationships for Behaviour Policy

School Values: Excellence, Responsibility, Respect, Community, Enjoyment, Compassion and Perseverance

Key Beliefs – Principles

At Broad Square we believe good behaviour is promoted by creating a happy, safe, caring and inclusive learning environment, (Cefai, 2008). The most important aspect in helping a child to feel safe and secure is the positive relationship developed between the pupil and members of staff, (Grové & Laletas, 2020). With this in mind, we have implemented an Attachment and Trauma approach for all of our pupils (please our website for further information on Attachment and Trauma).

We have high expectations for all of our children whilst recognising certain children have specific needs. We believe that all behaviours are a form of communication and happen for a reason, (Hibbin & Warren, 2020). We help all of our pupils develop the skills necessary to self-regulate their emotions and manage their behaviour to help fulfil their potential.

Our values of excellence, responsibility, respect, community, enjoyment, compassion and perseverance underpin all that we do within our school and help to guide positive behaviour.

1 Aims and expectations

1.1 It is our primary aim that every member of the school community feels valued, safe and respected, and that each person is treated fairly and well. We are a caring, inclusive community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The primary aim of the policy is not to enforce rules but to promote good relationships and a shared set of values, so people can work together with the common purpose of helping everyone to learn. This policy also aims to engage pupils in a consistent dialogue from all members of staff with regards to behaviour.

1.3 We expect every member of the school community to behave in a considerate way towards one another.

1.4 We treat all children fairly and apply this policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 We aim to ensure that all pupils develop personal resilience, helping them to realise that difficult situations can be overcome by using the relevant strategies.

1.7 We understand that often behaviour can be a form of communication, which indicates an underlying need or difficulty. In responding to the behaviour of pupils, we aim to identify these needs so that appropriate provision can be planned and pupils can be equipped with the skills necessary to develop behaviour for learning, supporting our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.

2 Relationships

Relationships are paramount to the success of our Relationships for Behaviour Policy and are the most important thing to ensure children feel safe in our setting. It is everyone's responsibility to ensure that all children feel understood, heard and accepted. Positive relationships have been proven to be the number one way to regulate the nervous system. When we are around people we care about, our bodies produce oxytocin, which is the hormone responsible for calming our nervous system after stress. Evidence around resilience also suggests that the single most common contributory factor to children developing resilience is having at least one positive and stable relationship with an adult (Bellis et al, 2017).

As a school we ensure that our pupils feel they belong to and are a valued part of our school community, to help them achieve their full potential. Students should feel that their relationships with adults in our school are positive, consistent and based on trust and mutual respect. Pupils should always feel that they can voice their worries and that their voice matters.

“The ability to form meaningful relationships is fundamental to mental health and happiness. It’s the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others”. (TISUK, 2019).

3 Language

3.1 Staff at Broad Square understand that the way in which they communicate to pupils is extremely important. Communication consists not only of the verbal interactions, but the body language used. Staff are aware that authoritative body language can be counterproductive to the communication between pupils and staff.

3.2 Reflective responding is considered the most appropriate way to communicate with our pupils, allowing them to feel heard and understood. Reflective responding is defined as listening and seeing the behaviour and reactions displayed by children and verbally reflecting this back so the child understands that the adult is with them. When children sense that they are understood by adults around them, they feel safe.

3.3 Staff endeavour to notice the physical behaviours and communicate this to children in order to anchor them to their actions, before reflecting how the child may be feeling and showing them that they want to understand the child's emotions. Children may find it helpful to have emotions reflected to them if they struggle to name how they feel.

3.4 When a child is in a heightened state of emotion, staff are particularly mindful of their communications such as avoiding asking direct questions and allowing the child to calm down before pursuing reflections of their reaction.

3.5 Examples of language:

General Therapeutic Responses:

- I can see that (notice what they are doing physically) you are picking your nails/breathing heavily/body language is low in energy. I am wondering how you're feeling right now? I want to understand what going on in your body/mind?
- I'm noticing that you might be finding this tricky/difficult right now. I'm here.
- Sometimes our brain works too fast and doesn't let our mind think before our body moves. We can work on letting our mind control our body/how our body reacts to help you feel safe and able to let me help you.
- I can see that right now you feel unsafe/alone/not understood. I want to change that and help you feel safe/included/understood.
- I'm wondering how it makes your body feel when (event) happens (physically)? Does it make you feel (name emotion)/I'm wondering if that gives you big feelings? What emotion do you feel in your body when that happens?
- What I'm hearing is (repeat back what they have said) and it seems important to you that I hear/know/understand this.
- Start responses with: I'm wondering if /I'm noticing that/you're letting me know that/you're telling me that/I am seeing that/ I'm hearing...

3.6 ACT principal;

1. A – Acknowledge the feeling
2. C – Communicate the boundary
3. T – Target alternative

Example:

You are showing me that you're overwhelmed right now and I see that you've kicked the chair over. We know that school has to be a safe place for everyone and I need to keep you and everyone safe. Let's go somewhere to calm down / offer snack or drink / take a walk.

3.7 Reflective responding;

'BE WITH' attitudes: I am here, I hear you, I understand, I care.

This can be communicated through open body language, verbal reflections and eye contact.

We must avoid communicating: I will always agree, I must make you happy, I will solve your problems.

Adults must communicate that they hear and understand the child, but must be careful to reflect that their feelings are temporary **but** valid and accepted. We

must find opportunities for debate and conversations involving differing opinions and observe and regulate children that struggle with disagreement.

4 Rewards and Consequences

4.1 Positive behaviour management techniques are used consistently across all year groups. Positive reinforcement is used frequently when things are going well and minimal feedback is given to low level undesirable behaviours, we focus on what we want the pupil to do. We praise and reward children in a variety of ways.

- Staff model good behaviour and treat pupils with respect;
- teachers congratulate children through verbal praise, stickers, smiley faces;
- children collect smiley faces in order to receive individual certificates which they are presented with at a whole school assembly;
- smiley faces also count as house points, each child being a member of one of four houses, Mars, Saturn, Jupiter and Venus. The house with the most smiley faces at the end of the year wins the house cup;
- smiley faces are awarded to pupils when they demonstrate our schools core values.

- Each week teachers nominate a child to be pupil of the week, these children receive a certificate and merit badge in the awards assembly, and teachers inform the assembly of the reason the award has been given. Every child is given the opportunity to be pupil of the week.

- At the end of each half term, pupils in each class are awarded certificates for demonstrating our individual school values.

- Each class has their own marble jar which rewards pupils with either 5 or 10 minutes of golden time each week, this golden time is for **all** members of the class. Marbles are obtained by demonstrating our school values and displaying positive behaviour.

- For exceptional behaviour, a gold card will be awarded to a child and this is a cause for great celebration in the child's class and throughout the school.

- There is a strong support mechanism for pupils regarding behaviour. The pastoral lead works with children who are displaying continuous challenging behaviour not only in school but where parents have reported that their children are struggling to regulate their emotions at home, he listens to them and supports them in making the right choices through specific therapeutic interventions.

4.2 The school uses the following methods to ensure that expectations are kept high and pupils develop an understanding of consequences for making choices, which negatively affect others. We do not punish pupils however, it is important to understand that pupils may need additional time to catch up on work missed or time to have a reflective conversation to discuss the reaction / behaviour displayed. When the incident is discussed, it is very important this is done in a non-judgemental way. It

is also important for adults to reflect on the situation themselves and see if anything could have been done differently to support the pupil in managing their behaviour.

- As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded on CPOMS. Where the teacher feels additional support or action is required to support a child, they should contact the SLT to discuss this.
- Wherever possible, teachers should aim to call parents or carers during the school day to avoid discussing incidents with parents on the yard as this can often be tricky or embarrassing for the child or family.
- Children are given lunchtime and playtime reflection time for breaches of the school's expected conduct. During this time, members of staff use a "restorative justice" approach when dealing with the situation, helping pupils to reflect on their actions and come up with a positive solution moving forward. The duration of the reflection period depends on the severity of the situation.
- We feel strongly that children should understand that they have a choice with regard to their behaviour. Through structured conversations, children discuss the consequences of their actions and the effect these actions have on other members of the school community. Pupils are then assisted to come up with a positive solution moving forward, helping to resolve the situation.
- Time will be allocated for the pupil to catch up on work with a member of staff to ensure there is no lost learning due to behaviours and actions. This also provides an opportunity for staff to reflect with the pupil and find out why certain behaviours are being displayed. This time can be allocated in break and lunch times, work can also be sent home with the pupil after a discussion with the parent / carer.
- For children who display behaviour that is a significant cause for concern, further action may be necessary. Staff should aim to deal with incidents themselves however if further support is needed a member of SLT should be contacted. Where there is an incident where a child is exhibiting behaviour which becomes unmanageable or unsafe, immediate support should be sought from another member of staff, or the SLT.
- For children who display behaviour that is a significant cause for concern, a meeting should be arranged with the parent / carer, class teacher and a member of SLT to look at ways forward in supporting the child effectively.
- For children who display behaviour that is a significant cause for concern an 'Individual Behaviour Support Plan' could be created by class teacher and a member of SLT to help support the child and member of staff in the best way possible. This plan should provide staff with a clear plan on how best to support the child, e.g. incorporating sensory regulation breaks into their daily routine. This plan should also be discussed and agreed with the parent / carer.

- All incidents where behaviour is a significant cause for concern should be logged onto our CPOMs system, this will help monitor patterns of behaviour and will allow us to consider if any further support is needed for the child.

- In addition to school values which underpin all of our conduct, each class devises a set of class rules or a charter that is agreed by the children and displayed on the classroom wall. In so doing, every child is aware of the code of conduct expected in each class.

- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent a reoccurrence of the behaviour. Bullying can be categorised as: emotional, physical, racist, sexual, homophobic, verbal, cyber and disability / SEND. Whilst it is very difficult to completely eradicate bullying the school does everything in its power to ensure that our school provides a safe and happy environment for our children, (please see Anti-bullying policy on our school website).

- All members of staff are aware of the regulations regarding the use of force, see <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>. Staff in our school do not hit, push or slap children but are allowed to intervene physically to restrain children who are in danger of hurting themselves or others. Following national guidance, school staff can use reasonable force to:
 - remove disruptive children from the classroom where they have refused to follow an instruction to do so.
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
 - restrain a pupil at risk of harming themselves through physical outbursts.

- Staff are allowed to search pupils for any prohibited item banned under the school rules including items believed to be stolen. A search involves the removal of outer clothing including shoes plus the searching of pockets, desks and bags. School may also confiscate and search any mobile phone if they believe it contains inappropriate or bullying images/text.

- The list of prohibited items is:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

- any articles that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

- Staff are not allowed to confiscate, retain or dispose of a pupil's property as a punishment. Please see <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> for further information.
- The school now has the power to challenge pupils for inappropriate behaviour which occurs outside the school gates. A pupil may be spoken to for any misbehaviour when the child is taking part in any school-organised or school-related activity or travelling to or from school. There may also be consequences when misbehaviour outside school is reported by a member of the public or staff member and/or the child is wearing school uniform or is known to be a pupil at the school.

5 Behaviour

5.1 Behaviour in the School Playground

The school places the same high expectations on children when they are in the playground as it does whilst in lessons or within school.

Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children; use of wondering questions; listening to the children.

Children are given playtimes to give them time for a break, a chance to regulate and to enable them to enjoy the social side of school with their friends. It also provides an opportunity for children to be involved with organised sports and games with adults, especially at lunchtimes.

Equipment is provided for the children to use respectfully to make the most of their time and we place the responsibility of children to use it in such a way so that their playtime is fun.

Quieter spaces are also provided for children who want to sit and talk or read.

Behaviour at playtimes and lunchtimes that falls below the school's expected standard will result in a child having time to reflect with an adult. The adult will talk to them calmly and expect the same in return, demonstrating respect on both sides.

In the event of a serious incident, a child will be asked to leave the playground to discuss their behaviour with a senior member of staff. Once the full picture has been ascertained, the member of staff that the child has been sent to will decide whether a further consequence is needed (see above).

Behaviour incident logs are filled out for serious incidents by playground staff on CPOMS to provide a full picture.

If a child is not able to play on the playground without an incident occurring, they will spend time with a senior member of staff in 'reflection time', where the child and adult will discuss a plan moving forward to help resolve the situation.

5.2 Inappropriate Behaviour

We encourage all pupils to have a transparent approach to reporting concerns with inappropriate behaviour to all members of staff. Pupils will be encouraged to “speak out” and talk to a trusted adult if they feel that they have been harassed or inappropriate sexual behaviour has occurred. If child on child abuse has been alleged then staff are advised to:

1. Listen to the child with care.
2. Reassure them they have done the right thing and that you will take the allegation seriously.
3. Write down what they say clearly and accurately and record on the school CPOMS system/inform the safe guarding lead/ those who are trained to deputise in a timely manner.

Please see our Safeguarding policy for further advice.

6 Pupil Pastoral Support

We have a wide range of support systems available for children who are having some difficulty in achieving successful behaviour for learning, helping them to overcome social, emotional and behavioural barriers to their learning. These services include;

- Support from our Pastoral Support Manager, Mr Singleton.
- Educational Mental Health Practitioner service.
- Weekly in-house counselling service.
- Seedlings referral (externally).
- CAMHS (externally).
- ‘Boxing Mind’ intervention.
- Dog Therapy.
- ROAR, whole school approach.
- “Feel Good Friday” group.
- Individual reward systems.
- Peer support e.g. Buddies, Rocket Champions, Anti-Bullying Ambassadors, School Council.

7 The role of the class teacher

7.1 The class teachers in the school have extremely high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. They also have a responsibility to model behaviour and to treat children with respect, communicating that every child has the right to feel safe in school.

7.2 It is the responsibility of the class teacher to ensure that the all children feel safe, and that his/her class behaves in a responsible and respectful manner during lesson time to allow this. The class teacher strives to regulate children by maintaining a calm demeanour.

7.3 The class teacher treats each child fairly and treats all children in their class with respect and understanding.

7.4 If a child misbehaves repeatedly in class, a member of SLT should be informed and a record kept of all incidents via CPOMS. If the behaviour continues then the headteacher should be informed and the parents will be requested to attend a meeting.

7.5 The class teacher reports to parents about the progress of each child in their class, a parent may be contacted by the class teacher, pastoral lead or headteacher if there are concerns about the behaviour or welfare of a child.

7.6 The class teacher/pastoral lead liaises with external agencies, as necessary, to support and guide the progress of each child.

8 The role of Headteacher

8.1 It is the responsibility of the headteacher to implement the schools Relationships for Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all the children in the school.

8.2 The headteacher supports the staff by implementing the policy, by setting the high standards of behaviour, and by supporting staff in the implementation of the policy.

8.3 The headteacher keeps records of all reported serious incidents relating to behaviour.

8.4 In exceptional circumstances when the behaviour of individual pupils puts others at risk of harm e.g. an assault against a pupil or staff member, the Headteacher, and in her absence the Deputy Headteacher or Assistant Headteacher may have to implement fixed-term exclusion procedures. This is always a last resort with further action always taken prior to this to ensure that a robust plan is in place to meet the needs of these individual pupils. We will do everything in our power to keep a pupil in our setting. Our school also works very closely with the Social Inclusion service from the Local Authority in order to plan appropriate arrangements for pupils who require alternative provision to reduce the risk of permanent exclusion. Internal exclusions are sometimes used if returning a child back into the class setting may result in significant further disruption to their own or others learning. They may also be used if a significant incident has occurred which requires immediate investigation and time for the child to be regulated.

9 The role of parents

9.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

9.2 We explain the school expectations in the prospectus and home school agreement and we expect parents to read these and support them.

9.3 We expect parents to support their child's learning and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's behaviour.

9.4 We ask parents to support the actions of the school and trust our approach in supporting pupils. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See complaints policy).

10 The role of Governors

10.1 The governing body should make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour amongst pupils.

10.2 The governing body has the responsibility of setting down these general guidelines on standards of behaviour management, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

10.3 The headteacher has the day-to-day authority to implement the school's Relationships for Behaviour policy, but governors may give advice to the headteacher about particular behavioural issues. The headteacher must take this into account when making decisions about matters of behaviour.

11 Fixed-term and permanent exclusions

11.1 Exclusions are a last resort with further action always taken prior to this to ensure that a robust plan is in place to meet the needs of these individual pupils. We will do everything in our power to keep a pupil in our setting.

11.2 Only the headteacher (or acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

11.3 If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

11.4 The headteacher informs the LA and governing body about any permanent or fixed-term exclusion in line with LA guidance.

11.5 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

11.6 The governing body has a discipline committee which is made up of three members. The committee considers any exclusion appeals on behalf of the governors.

11.7 When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

11.8 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

12 Monitoring

12.1 The headteacher monitors the effectiveness of the policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

12.2 The school keeps a variety of records of incidents of behaviour, these are logged via our CPOMS system. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to her and the details of any conversations that take place. We also keep a record of any incidents that occur at break and lunchtimes. Lunchtime supervisors keep written details of incidents in individual notebooks and report to the class teacher.

12.3 The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

12.4 It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

13 Our pupils' view

"We have had a part to play in deciding the school's behaviour policy. We know what is expected of us in terms of behaviour. We want the children in our school to behave well so we can all be safe and happy. We think that smiley faces and reflection times are a good idea and hope all our children will try to be sensible and honest." – 'School Council'

14 Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



Signed: (Chair of Governors)

Date: 28.2.23

Signed (Head teacher):

Mrs C. Foden

Date:
28.2.23

References

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