

Positive Relational and Behaviour Policy

Steeple Claydon Primary School and Pre-School



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‘Building strong relationships with our students is key to letting them know that they’re valued members of the learning community in the classroom and school.’
Annie Brock, Author of The Growth Mindset Coach

All references in this policy refer to Steeple Claydon School including Steeple Claydon Pre-school.

Steeple Claydon School is committed to creating an environment where good behaviour is at the heart of purposeful learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. In this case, these children will have individual behaviour plans which may include rewards to reinforce positive behaviour.

Aims

- To teach positive behaviour, self-regulation and personal development.
- To provide a safe, comfortable and caring environment.
- To provide clear guidance for children, staff, parents and carers of expected behaviour.
- To ensure that all learners are treated fairly, shown respect and promote good relationships.
- To encourage and enable children to make good behaviour choices.
- To ensure all adults take responsibility for managing behaviour.
- To use restorative approaches to follow up constructively on behaviour which falls short of our expectations.
- To involve families, parents and carers in the development of positive behaviour.

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- We recognise that being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is “connection before correction”
- Pupils are provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support correction)
- Staff use friendly restorative approaches in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability
- Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils 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

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the children's social and moral development just as it does in their academic development.

School Ethos

The adults encountered by children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. Their example will have an important influence on the children.

As adults we should aim to:

- Consistently model the example we seek from the children;
- Create a calm and positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within a group;
- Promote, through example, our seven core values (Confidence, Determination, Generosity, Positivity, Trust, Compassion and Respect);
- Provide a safe, caring and effective learning environment;
- Encourage relationships based on kindness, respect and an understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability or disability;
- Show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough the use of planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback, we aim to avoid the alienation and dissatisfaction which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and be adapted to meet the needs of children of different abilities. It is also an important signal to the children that their work is valued and that progress is meaningful.

Classroom Management

Classroom management and teaching methods have a significant influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to encourage children to remain on-task. Materials and resources should be easy to access, reducing uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a warm and welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Rules and Procedures

These should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- Be kept to a necessary minimum;
- Have a clear rationale, made explicit to all;
- Be positively stated, telling the children what to do, rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Be consistently applied;
- Promote the idea that every member of the school has responsibilities towards the whole.

Promoting Self Esteem

Good social behaviours are rooted in positive, self-esteem. Self-esteem is the feeling of value or worth. It is the way we judge ourselves as individuals and how we value or estimate what we can do.

We encourage the development of self-esteem by providing opportunities for children to experience personal and social success and by acknowledging children when they achieve. Children are thus encouraged to perceive themselves as capable, likeable and worthwhile. Children whose self-esteem is nurtured are more likely to enjoy new learning experiences and to relate well to others.

Encouraging Respect for Others

Steeple Claydon School recognises the need to promote respect for others. Learning how to behave towards others is a particularly important part of school life. Our vision of the values which we want children to learn are founded upon three guiding principles:

- Respect for self
- Respect of others
- Respect for property

Partnership with Parents

Parents and carers have a vital role in fostering good behaviour. An active partnership between home and school offers great benefits. Close home / school liaison is crucial. Opportunities are made by school for parents and teachers to share any concerns about children's behaviour, or social issues, which might occur. This takes place through informal conversations after school, phone calls, written notes and emails to the school office etc. This contact is an integral part of school life. It is the expectation of the school that parents will also act as good role models at all times when on the school premises.

Agreed Rewards and Sanctions

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour.

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive, respectful school environment.
- Increase pupils' self-esteem and self-efficacy
- Reduce pupils' need for extrinsic motivation and increase intrinsic motivation which will help pupils develop skills in self-regulation of their behaviour
- Promote a model for appropriate behaviour and positive relationships
- Consistency of approach and the use of a common language to reflect this is essential

We always promote and reward positive behaviour and achievement in order to recognise and value good choices. This is more likely to encourage children to avoid wrong choices in terms of their behaviour.

Rewards staff may use:

- Verbal and non-verbal praise
- Class rewards
- Stickers/notes home
- Class dojos
- Outstanding examples of child's work displayed
- Award certificates in weekly assemblies
- Awarding House points (see below)
- Positive communication to parents
- Child showing exceptional work (for them) to another member of staff or the headteacher
- Values certificate (for demonstrating the core values in action)
- Use of whole class rewards such as the whole class behaviour certificate each week

Class dojos

We use an online system for rewards called Class dojo with which we award dojo points to the children. Class dojos are linked to the vision, values and expectations of the school. For example:

- Values; Confidence, Determination, Generosity, Positivity, Trust, Compassion and Respect
- Reading - every time they read at home
- Homework - for each activity completed on the grid
- Times Table Rockstars/Numbots - every time 5 mins or over

Housepoints

Housepoints are given whenever children meet or exceed the staff's expectations for them in their conduct or learning (different, exceptional or consistently good for that child).

- Each child from Reception to Year 6 is allocated a house to belong to. There are four houses - Nightingale (Red), Catherine (Yellow), Chaloner (Blue) and Verney (Green)
- Each class has a Housepoint reward chart in the classroom.

Rewards for each child will be as follows:

- 30 Housepoints = Bronze Certificate
- 60 Housepoints = Silver Certificate
- 90 Housepoints = Gold Certificate
- 120 Housepoints = Platinum Certificate
- 200 Housepoints = Headteacher's Award

Once a house collectively earns 1,000 house points, they will be rewarded with a free MUFTI day on the next suitable date.

How does our school support behaviour?

Engagement with learning is always our primary aim at Steeple Claydon School. For the vast majority of our learners a gentle reminder is all that is needed. Praise the behaviour you want to see.

Staff will use the steps in behaviour below to support children with their behaviour choices. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Sanctions steps

Steps	Actions
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our value of Respect delivered privately wherever possible.
• Interrupting • Calling out • Rudeness • Not being on task • Not keeping hands and feet to themselves • Ignoring instructions • Name calling	Repeat reminders if necessary and where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.

2) Caution	A clear verbal reminder delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing.
● Persistent step 1 ● Disrupting the class ● Swearing (not named at others)	Learners will be reminded of their previous good conduct to prove that they can make good choices. Language should include: Speak to the pupil privately and use these phrases as appropriate: ● I have noticed that you are...(having trouble getting started, wandering around etc.) right now. ● At Steeple Claydon, we... (refer to the school values – particularly ‘Respect’) ● Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) ● Do you remember yesterday/last week when you... (refer to previous positive behaviour)? ● That is who I need to see today... ● Thank you for listening... then give the child some ‘take up’ time. This should be followed by reflection within own classroom for 2-5 minutes, allowing adults to praise the child for making good choices or further remind them of behavioural expectations.
3 a) Consequence (Educational where possible)	Where appropriate, a short time away from the classroom with another class Reflection time with member of SLT for 10-20 minutes. Parents notified – both alleged perpetrator and any alleged victims.
● Persistent step 2 ● Sheer Defiance ● Continuous rough play at playtime/ lunchtime ● Inappropriate remarks to other children ● Inappropriate language towards other children ● Treating classroom without respect ● Petty Theft ● Lying (proven)	Reflection time may include: - Completing tasks - Rehearsing expected behaviour - Restorative meetings - Assisting with repairs - Educational opportunities - Conflict resolution / peaceful problem solving.

3b) Consequence (Educational where possible) • Serious actions to deliberately disrupt • Highly disruptive or unsafe behaviours (slapping / pushing) • Deliberate and persistent offensive / abusive language	Reflection time with member of SLT for the remainder of that session if the incident happened in the classroom. If the incident happened on the playground, reflection time with a member of SLT should be immediate with the child being removed from the playground. Reflection time may include: Completing tasks Rehearsing expected behaviour Restorative meetings Assisting with repairs Educational opportunities Conflict resolution / peaceful problem solving.
3c) Consequence (Educational where possible) • Racism • Bullying • Homophobic behaviours • Child on child abuse • Inappropriate use of mobile phone to cause offence or harm to others	Reflection time with member of SLT for up to 1 day. Internal exclusion (at the discretion of the headteacher) Parents notified – both alleged perpetrator and any alleged victims. Reflection time may include: Completing tasks Rehearsing expected behaviour Restorative meetings Assisting with repairs Educational opportunities Conflict resolution / peaceful problem solving.
3d) Consequence (Educational where possible) • Continued repeat behaviour of above • Extreme violent behaviour towards peers (punching, biting, kicking, head butting, spitting) • Extreme violent behaviour towards adults in school (punching, biting, kicking, head butting, spitting) • High risk of safety to themselves or others (throwing chairs)	Immediate removal from classroom Internal exclusion or suspension (At the discretion of the headteacher) Possible permanent exclusion

and/or tables) • Attempting to leave school premises • Vaping • Hate Crime	
4) Cool Off – at the discretion of the child’s situation This will go hand in hand with the consequence	Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
5) Repair Restorative Conversation	Five of the following questions is usually enough from the following: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Playtime / lunchtime

Use of steps 1,2 and 3, above.

If persistent refusal, send to ‘Reflection Zone’ in playground for a suitable amount of time, e.g. 10 minutes. If behaviour continues, then send into SLT for rest of playtime / lunchtime.

Consequences

Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

We must be consistent in our application of the rules, codes of conduct, rewards and educational consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to pupils and undermines the work of other staff and pupils’ confidence in our systems. Serious behaviour incidents must be recorded on CPOMS detailing steps used and restorative practices.

- Contact may be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- Limit setting and problem solving can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach to support them to consider alternative approaches.

- Consequences will never involve taking away a previously earned privilege or any intervention time. However, if behaviour has been too extreme to access that privilege or intervention at that time we would encourage the pupil to access that particular reward at a subsequent date.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our pupils.

It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success. If a pupil's inappropriate behaviour persists then there are a variety of options that may be taken all of which will use our understanding of attachment and trauma in order to hypothesise about impacting factors and support personalised action planning:

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or Deputy Headteacher.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Exclusions

Before any decision is made, an investigation into the incident will take place and the needs of the child will be considered as well as the circumstances that led to the incident. Then the most appropriate consequence will be decided, e.g. internal or external exclusion.

Internal Exclusion

This is when a child is out of their class (in the Headteacher's office) for a set period of time and given the opportunity to reflect on their behaviour. During this time, if appropriate, work set by the class

teacher will be completed or another more appropriate activity.

Fixed Term Suspensions

Steeple Claydon Primary believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Steeple Claydon Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Children with SEND

We realise that children with SEND may have difficulties in regulating their behaviour choices in accordance with our expectations as a result of social, emotional, cognitive or mental health difficulties. In these cases, bespoke behaviour plans and strategies are agreed to support the child which may involve making adaptations to the agreed school policy. For example, having a time out space within or outside the classroom which is used to avoid any behaviour difficulties. A variety of strategies will be considered and tried in order to provide the best support possible for a child with recognised difficulties.

Behaviour Plans and Risk Assessments

In order to support children with challenging behaviours, the school will carry out risk assessments for these children and have these agreed and signed by parents/carers.

Clear targets and strategies are being used to support the desired behaviours and will be personalised to each individual's child's needs. These will also be agreed with parents and reviewed at agreed intervals.

The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

It is unlawful to use reasonable force as a punishment.

We do not require parental consent to use reasonable force.

Staff will use reasonable force with a pupil if their behaviour is placing themselves or others' safety at risk. Adults will only use force when the risks involved in doing so are outweighed by the risks involved in not using force.

We would only use reasonable force when it is:

- Reasonable

- Proportionate
- Necessary

As a school, we will inform parents of an incident where reasonable force has been used.

Appendix 1 - Restorative Practice at Steeple Claydon Primary School

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Appendix 2

Anti-bullying guidelines

We aim to provide a safe, caring environment at Steeple Claydon School free from all forms of humiliation, racial abuse, physical and mental abuse. All staff are committed to creating a secure environment for the children and therefore any reports of bullying are taken very seriously and followed up.

Sometimes a child's unacceptable behaviour takes the form of bullying. This behaviour is characterised by a group or individual causing another group or individual to feel negative emotions over a period of time. It usually happens with the knowledge of a wide group of children and therefore with their collusion. It is constant and occurs over a period of time.

Bullying can be:

- **Emotional**- being unfriendly, excluding, name calling, insulting, making offensive remarks, tormenting (e.g. hiding books, threatening gestures)
- **Physical**- Pushing, kicking, hitting, punching or any use of violence
- **Racist**- racial taunts, graffiti and gestures
- **Sexual**- unwanted physical contact or sexually abusive comments
- **Homophobic**- because of, or focusing on the issue of sexuality
- **Verbal**- name-calling, sarcasm, spreading rumours, teasing
- **Cyber**- all areas of internet, such as e-mail and internet chat room misuse, forums, blogging or webcam mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities

If an incident of a child being bullied, either by another child or a member of staff takes place, we aim to ensure that:

- children feel safe enough to tell an adult about the incident
- incidents are not repeated
- victims are given support and care is taken to raise their self-esteem and confidence
- children instigating bullying are made aware that their behaviour and its consequences are unacceptable, and are helped to work out any personal issues.

In most incidents of bullying, parents of all parties should be involved. The following strategies are employed.

- Immediate intervention by staff
- Inform Headteacher and other relevant staff, discuss child's behaviour
- Support victim(s). Inform parents.
- Talk individually with 'instigators'. Inform parents.
- Talk to parents of instigator (without child), counsel, share and gather information. Agree on strategies.
- Talk to parents and child.
- Involve support of Educational Psychologist, Education Welfare Officer, as appropriate.
- Set specific targets with child and parents. Agree any consequences. Agree regular review sessions.
- Implement strategies and consequences. Continue contact with victim(s) and observe potential situations.
- If there is a reoccurrence of incidents, implement consequences. Begin formal procedure for exclusion. Involve Governors.
- Provide regular opportunities for the class to be supported and discuss bullying issues on a regular basis through assemblies and circle time.

Appendix 3

Guidelines for dealing with racist incidents

Racist behaviour is;

Any act or expression which causes harm or offence, directed by a member of one racial or ethnic group to others where the motivation or effect is to create racial dislike or hatred.

Incidents may include:

- Threatened or actual assault
- Derogatory name calling, insults, racist jokes and racist language
- Racist graffiti (on books/furniture)
- Verbal abuse
- Incitement of others to behave in a racist way
- Racist comments in the course of a discussion during class
- Teasing in relation to language, religion or cultural background
- Refusal to co-operate with others because of their race
- Expressions of prejudice calculated to offend others

Important points to note include;

- Racial harassment may be only one aspect of a larger incident
- Teachers may need to deal with comments made by parents or other adults
- Incidents may involve group as well as individual behaviour
- Racist incidents are not always explicit
- Racist behaviour can occur without any people from an alternate culture or religion being present (ie telling jokes)
- Offence may be taken by any person – regardless of race
- The effects of a racist incident must be dealt with – giving the victim particular attention

Opportunities for discussion to develop tolerance towards others will be a key part of work at Steeple Claydon School to develop a healthy respect and celebrate the diverse community this country possesses. This will be done during PSHE, Assemblies and Circle time.

The Headteacher is the named person responsible for dealing with racist incidents. All incidents must be recorded on a 'Racist Incident Form' a copy of which must be kept in the Behaviour Monitoring File.