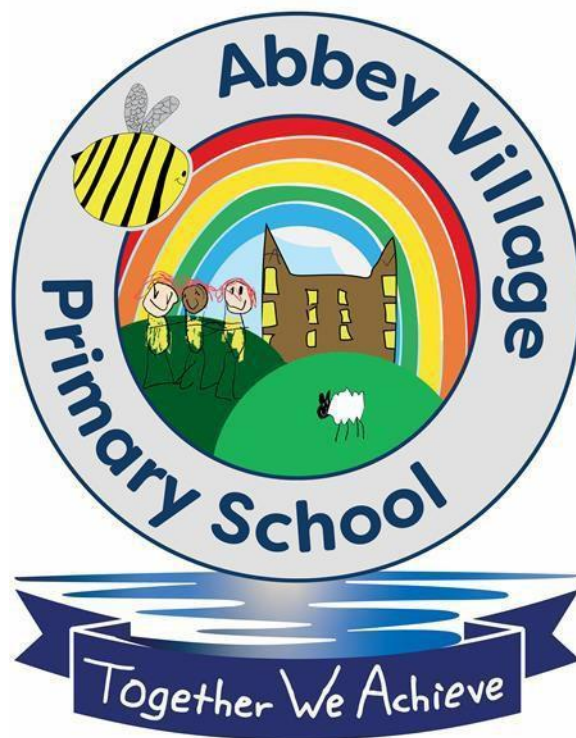


Abbey Village Primary School

Good Relationships Policy*

September 2023



*Contains school's approach to behaviour management (complying with Section 89 of the Education and Inspections Act 2006).

1. Introduction

At Abbey Village, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits, this is to permeate through every aspect of school life. Everyone in our school is expected to maintain the highest standards of personal conduct and behaviour, to accept responsibility for their behaviour and encourage others to do the same. This includes in person, and online.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Abbey Village. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

2. Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

Adult behaviours create children's responses and behaviours.

3. Aims

Through this policy we aim to:

- ensure a consistent and calm approach and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- to promote the use of **restorative approaches** in place of punishments;
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where pupils can learn **without limits**.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;

- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards difference;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

4. Behaviour for Learning:

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has three simple rules:

Be Kind

Be Safe

Be the best that you can be

Generated and adapted through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, nurture opportunities through our trained ELSA (Emotional Literacy Support Assistant) and/or pastoral support from our expert learning support staff which may include carefully targeted sanctions and rewards to reinforce positive behaviour. If further support is required from outside agencies e.g. CISS, this is then sought.

Adult Strategies to Develop Excellent Behaviour

At Abbey Village, adults apply the following principles in all interactions with pupils:

IDENTIFY the behaviour we expect

Explicitly **TEACH** behaviour

MODEL the behaviour we are expecting

PRACTISE behaviour

NOTICE excellent behaviour

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on our CPOMS system. All information is written factually, not using opinion or insinuation.

Sanctions

Sanctions should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

Sanctions need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Our behaviour pathway:

- Reminder
- Final warning
- Space to cool off / reflection time (2 minutes Sunnyhurst, 4 minutes Anglezarke, 6 minutes Roddlesworth or as appropriate for the individual) (designated seating spot either external to the classroom or within the classroom)
- In class > in another class > in another designated space (a child will always be escorted by an adult)
Roddlesworth Pupils will go to Anglezarke Class, Sunnhurst Pupils will go to Anglezarke Class, Anglezarke Pupils will go to Roddlesworth Class.
- Follow up / reparative conversation

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used:

- Pupil is taken to a member of the teaching staff – Rachel Hopkins or Cassandra Wharmby then Mrs Bennett (usually in that order)
- Parents contacted (telephone call)
- Parents called to school and asked to attend a short meeting with their child in attendance.
- Internal Exclusion (Headteacher's Office)
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

5. Shared scripts and expectations

Good behaviour is recognised through positive praise and whole school and class reward systems (Class Dojo, Praise Postcards and House Points) that aim to make good behaviour about relationships and to encourage the positive. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

Children are praised publicly and reprimanded in private.

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

- Be kind- *I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions. I will treat others as I wished to be treated myself.*
- Be safe- *I will look after myself and others, following appropriate instructions from adults.*
- Be the best that I can be *I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work. I will ensure that I always work to the best of my ability and let those around me do the same.*

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

Children are greeted at the school gate by the Head Teacher or other member of staff, then at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. This also ensures that in the event of important messages that may impact on a pupil's wellbeing, there is always someone there to listen and respond to any concerns. This will also be repeated at the end of a school day. Pupils will be greeted respectfully when met in the shared areas and children and adults will always treat each other with respect, for example displaying good manners, greeting visitors to school warmly, holding doors open etc.

Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Above and Beyond Recognition

Children will be recognised for their good behaviour.

Children will earn positive praise, Class Dojos or House Points, when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get House Points or Dojos to encourage a feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's points will not be removed once they have been given.

Certificates, positive postcards and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.

Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

Pupils and adults will be expected to demonstrate pride in their appearance and a high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.

When adults in school require the full attention of a class or group of children, they will use key phrases such as '1,2,3, eyes on me'. Pupils are taught to stop what they are doing, turn to face the adult and be ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.

Similarly, adults may use the term 'cinema seats' indicating that children should turn themselves (and chairs as appropriate) to face a single direction. This may be combined with 'eyes on me' and ensures that children understand that they need to be actively engaged in what the adult is doing and saying.

Stepped Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the adult who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

6. Our Behaviour Blueprint

Our Rules:

Be kind
Be safe
Be the best I can be

What we do:

Daily meet & greet
Calm, consistent and fair
First attention to best conduct
-catching children 'doing the right thing'
Class recognition boards
Weekly *Superstar* certificates
Positive postcards & calls
Headteacher / SLT praise
Awesome appearance
Eyes on me
Cinema seats

Sanctions:

Stepped Sanctions Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!

1. REMINDER (reinforce 3 rules, privately if possible):

I noticed you chose to ... (state the noticed behaviour).

This is a REMINDER that we need to Be ... (state relevant rule: Kind, Safe, The best we can be). You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. FINAL WARNING:

I noticed you chose to ... (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

(Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc.

Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.

Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being the best you can be. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

SPACE TO COOL OFF:

3. IN CLASSROOM > 4. IN ANOTHER CLASS > 5. SOMEWHERE ELSE

I noticed you chose to ... (state the noticed behaviour).

You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being kind. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

Child sent to designated area of the classroom.

5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.

Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.

If behaviour improves, return to class. If not or if child refuses, move to Step 4.

For regular occurrences:

☑ Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention.

4. IN ANOTHER CLASS

I noticed you chose to ... (state the noticed behaviour).

You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.

***DO NOT describe the child's behaviour to other adults in front of the child**

Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being kind. You have now chosen to go and sit in Miss Hopkins' classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'

Child escorted to designated colleague / follow up to check child has arrived.

Remainder of lesson working alone without causing further disturbance.

Possible removal of privilege / playtime.

Teacher must provide work / activity for the child to complete and communicate this to colleague.

If behaviour improves, return to class. If not or if child refuses, move to Step 5.

Record in Behaviour Log:

For regular occurrences:

Discussion with HT/ SLT and/or SENCO: consider Behaviour Intervention and/or additional support.

Begin monitoring to identify areas of concern / possible causes/ appropriate targets.

Parents contacted by teacher to inform them that behaviour is a cause for concern.

5. SOMEWHERE ELSE

I noticed you chose to ... (state the noticed behaviour).

I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged)). I will come and speak to you at the end of the lesson / next break / end of the day.

***DO NOT describe the child's behaviour to other adults in front of the child**

Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mrs Bennett and you will need to complete your learning outside her office. I will come and speak to you at the end of the day. Thank you.'

Child escorted to / collected by appropriate adult.

From remainder of lesson through to a half day working alone without causing further disturbance.

Possible removal of a privilege / playtime.

Record on in Behaviour Log.

For regular occurrences:

Discussion with Phase Lead / SENCO / Head Teacher as appropriate.

Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.

Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.

Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.

Teacher must provide work / activity for child to complete as soon as possible after removal.

SPECIFIC PLAYGROUND SANCTIONS

Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below. You need to: 3. Stand by other staff member 4. Sit on the bench 5. Go inside to ... I will come and speak to you in two minutes. (ENSURE YOU DO!)

FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)

2. What were you feeling at the time?

3. What have you felt since?

4. How did this make people feel?

5. Who has been affected? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)

6. How have they been affected?

7. What should we do to put things right?

8. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.

7. Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be positively handled if they or another person is unsafe or school equipment in danger of being damaged. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour.

Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

Peers need respite after an extreme incident.
Staff need respite after an extreme incident.
To give the school time to create a plan which will support the child better.
The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

8. Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

Violence (i.e. physical contact made with the intention to harm)
Defiance / rudeness towards any adult time to reflect on their behaviour
Persistent taunting, teasing or bullying behaviour
Stealing
Spitting
Swearing
Deliberately damaging school equipment
Deliberately damaging equipment that belongs to another child

9. Physical Attacks on Adults

At Abbey Village, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable force' to protect themselves or to prevent a child from injuring themselves or others, or from damaging property and to maintain good order and discipline in accordance with our Positive Handling Policy and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Full Governing Board, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint (positive handling) should restrain a child unless there is an immediate risk to that child or another person as outlined in Appendix F.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Together We Achieve

10. Exclusion (Fixed Term & Permanent)

Exclusion is an extreme step and will only be taken in cases where:

Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.

The risk to staff and other children is too high.

The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

11. The role of the parent

At Abbey Village, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

12. Application and scope of this policy

This Good Relationships Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

13. Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Full Governing Board. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Appendix A

Rights and Responsibilities

Pupils' Rights Pupils' Responsibilities

To be able to learn to the best of their ability.

To be treated with consideration and respect.

To be listened to by the adults in the school.

To know what is expected of them.

To feel safe.

To be treated fairly.

To treat others with consideration and respect.

To do their best and let others learn.

To follow instructions from teachers and other staff.

To support and encourage each other.

To take responsibility for their own actions.

To care for and take pride in the environment of the school.

To sort out difficulties appropriately, seeking adult help if needed.

Staff Rights Staff Responsibilities

To be treated with respect by pupils, parents and colleagues.

To be able to teach without unnecessary interruption.

To work in a supportive and understanding environment.

To feel safe.

To create a safe and stimulating environment in which all children can learn.

To treat pupils with consistency and respect at all times.

To foster good relationships, leading by example.

To involve parents when children are consistently finding it difficult to meet expectations of behaviour.

To work as a team, supporting and encouraging each other.

Parents' Rights Parents' Responsibilities

To be sure their children are treated fairly and with respect.

To know their children are safe.

To be able to raise concerns with staff and be told when their child is experiencing difficulties.

Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.

Ensure children attend regularly and on time.

Be aware of the strategies of the school and reinforce these at home.

Promote good behaviour, politeness, courtesy and consideration for others.

Inform the school of any concerns that may affect the behaviour of their child.

Appendix B

A model of positivity - tweaking teaching to transform trouble
Smile!

Convince your class that there is no place that you would rather be. Find out what makes a learner feel important, valued, like they belong.

Reward learners for going 'above and beyond' expectations, not simply meeting them.

Let children lead learning, share responsibility, delegate jobs.

Mark moments with sincere, private verbal praise.

Make positive phone calls home at least one every week.

Send positive notes - at least one per week.

Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.

Show learners their ideas and experiences have real value.

Ensure your mechanism for positive referrals is individualised.

Catch learners doing the right thing, don't let sleeping dogs lie.

Use subtle, private praise and reinforcement. ☑ Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.

Class displays and classroom environments that scream high expectations.

Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

They meet and greet.

They persistently catch individuals doing the right thing.

They teach the behaviours that they want to see.

They teach learners how they would like to be treated.

They reinforce conduct/attitudes that are appropriate to context.

They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.

They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.

They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.

They refuse to give up.

They keep their emotion for when it is most appreciated by the learners.

Non-verbal skills/attitudes that work with more challenging behaviours

Showing humility

Changing anger to shades of disappointment

Being cold rather than confrontational

Give clear cues when switching from the formal to the informal, from relaxed to business like

Work to create a certainty that poor behaviour will be addressed and relentlessly followed up

Patiently giving without ever expecting to receive

Showing empathy balanced with a determination to help the learner succeed

Earning respect not expecting it

Never laying your relationship on the line on a behaviour issue

Keeping your promises

At times ignoring defensive behaviours in the moment but not forgetting

Commitment to building an appropriate relationship

Refusing to listen to the doubters and moaners; refusing to give up on any learner

Appendix C

Assertiveness

Many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The

shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies.

Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response. Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.

(from 'Taking Care of Behaviour' by Paul Dix, Pearson/Longman)

Intervention Scripts - Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the pupil what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to deliver a difficult message, softly:

Remind the learner of their previous good behaviour.

Challenge their negative internal monologue 'You can do this, you are intelligent and able.'

Thank the child for listening.

Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.

Use a soft, disappointed tone.

Remind yourself that the sanction is a consequence not personal retribution.

Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Pupil

'It wasn't me.'

'But they were doing the same thing.'

'I was only...'

'You are not being fair.'

'It's boring.'
'You are a ... (name calling).'

Adult

'I hear what you are saying...'
'I understand...'
'Maybe you were ... and yet ...'
'Yes sometimes I may appear unfair...'
'Be that as it may...'
'I am sorry that you are having a bad day

How to end the conversation if it is unproductive

If the conversation is becoming unproductive, say:

"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."



Appendix D

First steps in restorative practice

Saying sorry?

A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology. We take responsibility for our behaviour in different ways and at different speeds. Some can see the reflection of their own behaviour in an instant. For others the reflection is clouded and takes longer to come into focus. The problem is that we seek assurance from the student that they are taking responsibility and an apology seems to satisfy immediately. Perhaps a truly restorative process does not finish at the meeting or conference. With the spectre of the apology lurking the conversation is tainted, trust reserved. In conversations where mutual trust can develop, don't demand an apology. Show them your humility and give them yours. Ask for nothing in return.

Reparation meeting

A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.

The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you, the adult, the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

A good Reparation meeting is often structured in 7 steps:

1. What's happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. How do you feel about what's happened?
5. Who has been affected by what's happened?
6. In what way/s have they been affected?
7. What needs to happen to make things right/repair the harm?



Appendix E

To further support children who are exhibiting more extreme behaviours, we use the following principles to support the creation of individual plans:

The Relationship Principle

The extent to which a child sees an adult as a 'secure base' will influence the trust they give, the connection they seek and the compliance they show (particularly 3-8yrs).

The 'Stress Principle'

Children's state of 'stress' constantly fluctuates - as stress rises, children will use (helpful or unhelpful) behaviours that aim to make them feel safe'.

The Positive Reinforcement Principle

When a child experiences a positive consequence for a behaviour they are more likely to repeat it (particularly 3-8yrs).

The Attention Principle

Children repeat behaviours for which they get attention. Children will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.

The Consequence Principle

A consistent consequence will begin to reduce or weaken a behaviour.

The Learning Principle

If discipline is focused on learning from mistakes, children experience your hope for them. If discipline is focused on punishment, the action will 'shame or fame' a child, undermining the other principles.

Children 'misbehave for a wide variety of reasons' Principle!

When dealing with an episode of extreme behaviour adults should consider:

- ☑ the safety of the child;
- ☑ the safety of others.

Only when a person/people are unsafe will we act to restrain or remove people.

Appendix F

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

1. DEFINITIONS

'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control.

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

remove disruptive pupils if they have refused to follow an instruction to leave

prevent a pupil:

who disrupts a school event, trip or visit leaving the classroom where this would risk their safety or disrupt others from attacking someone

restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

Appendix G

SCREENING AND SEARCHING PUPILS, CONFISCATION OF ITEMS

Key Points Searching

School staff can search a pupil for any item if the pupil agrees.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

knives or weapons
alcohol

illegal drugs
stolen items
tobacco and cigarette papers
fireworks
pornographic images

any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching lawful way.

Who can search?

Any teacher who works at the school, and any other person who has the authority of the Headteacher.

Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such items should be handed in to a senior member of staff.

Screening

It is not the policy of the school to routinely screen pupils without identified cause. Further advice for staff can be found at this link:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Appendix H

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions in relation to the general principles laid down in this Good Relationships Policy.

In all of circumstances, the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's Safeguarding Policy.

Appendix I

Child on Child Abuse

Staff are aware of the harm caused by bullying and will use our anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. Children can abuse other children. 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);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm;
- Sharing of Nudes and Semi Nudes (also known as youth produced imagery)

Child on Child abuse will never be accepted or dismissed as 'children being children'. Our PSHE curriculum aims to prevent child on child abuse by educating pupils about consent, equal opportunities, discrimination and respect. Pupils are actively encouraged to share their concerns with any member of staff. If we identify child on child abuse and identify risk of significant harm, we will refer to IFD and the police to make sure that the pupil and young people affected get the help and protection they need. Should the case not require Social Care intervention, an Early Help may be put in place. If the pupils involved in Child on Child abuse are in the same class, we will consider carefully whether to separate them while the concerns are being investigated. In situations of alleged rape and assault by penetration, the alleged perpetrator(s) will always be removed from classes they share with the victim. We will always consider how best to keep the victim and alleged perpetrator(s) at a reasonable distance apart while they are on the same premises. Where appropriate, we will seek advice from MASH Team, Police and the Safeguarding in Education Team on implementing a safety and support plan for both the alleged perpetrator(s) and the alleged victim. Sanctions will be put in place, and we will also ensure the emotional needs of both pupils are considered and support is implemented Provision for Identified Pupils All staff working with pupils, who have an EHCP/Early help Form for Social, Emotional and Mental Health should understand their individual needs and provide the appropriate support. They will be supported by the class teacher and SENCO. (See SEND Policy for further information).

Provision for Identified Pupils

All staff working with pupils, who have an EHCP/Early help Form for Social, Emotional and Mental Health should understand their individual needs and provide the appropriate support. They will be supported by the class teacher and SENCO. (See SEND Policy for further information).

Reviewed/ Written by Mrs Shelley Bennett (Head Teacher)
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