



# Behaviour & Relationships Policy

*As part of our commitment to meet the Public Sector Equality Duty (PSED), under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.*

*This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.*

## Policy Statement - Ethos

Teachers and pupils at The Mayflower Primary School work together to establish and maintain a learning and social environment which emphasises positive behaviour, and where care and concern for others are valued. Behaviour management is an integral part of the whole school curriculum which teaches appropriate and relevant social skills to all pupils. This enables pupils to participate fully in the home, school and local community and prepares them for the responsibilities of adult life in an ethnically diverse society.

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Behaviour & Relationships 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, secure and able to learn.

We always prioritise the safety of our pupils and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with pupils (considering individual needs) enabling pupils to feel safe. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

## Aims

The school aims to:

- provide clear guidance to staff, pupils and parents about standards of behaviour and their application;
- encourage staff to recognise and promote prosocial (as opposed to antisocial) behaviour as well as deal with inappropriate behaviour;
- develop rewards and sanctions to reinforce positive behaviour and challenge inappropriate behaviour, ensure that rewards and consequences are fairly and consistently applied and that they are appropriate to the situation;
- promote tolerance and consideration for others regardless of race, creed, gender, perceived ability, age, appearance or disability and develop appropriate strategies to prevent bullying;
- ensure the safety and well-being of pupils, members of staff and the general public;
- allow pupils to develop and demonstrate positive abilities and attitudes;
- teach pupils to have self-control, to take responsibility and be accountable for their own actions and to make the distinction between minor and more serious misbehaviour;
- teach pupils to take care of and respect their environment and community.

## Roles and responsibilities

It is the responsibility of the **Governing Body** to establish a policy and procedure for Behaviour and Discipline and to monitor the effects of the procedure.

It is the responsibility of **the Head Teacher** to:

- encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual;
- address promptly any breaches of good conduct and behaviour, using informal procedures where possible

but implementing formal procedures where necessary.

It is the responsibility of **all staff** to familiarise themselves, and comply with this policy and procedure in accordance with relevant professional standards. In particular staff should:

- be punctual for lessons;
- ensure that pupils enter and leave the classroom in an orderly manner;
- display good classroom management;
- establish a stimulating learning environment;
- provide adequate supervision during lessons;
- be courteous and polite to pupils;
- praise, encourage and reward pupils wherever possible and consequently encourage appropriate behaviour rather than rely on negative sanctions;
- make it obvious that each pupil is of equal importance and that praise, rewards and sanctions are used equitably; and
- seek further help and guidance from other members of staff and regard this as an appropriate strategy rather than an admission of failure.

Staff should recognise that through their own behaviour and manner they will demonstrate and encourage high standards. Expectations are outlined in the Staff Code of Conduct.

It is the responsibility of **staff** to develop positive relationships in the school and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual.

It is the responsibility of **parents/carers** to support the school in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

### **A Relational Behaviour Model**

At our school we adopt and use the relational behaviour model which is the approach from the Essex Steps model. The following explains how it is applied:

- Behaviour is a form of communication
- Children and young people are prone to make mistakes and highly responsive to the environment and the context
- Behaviour management is predominantly through relationships
- Children who are unable to self-regulate should be understood and included
- Boundaries and limits are to keep everyone safe and to meet everyone's needs
- Rules should be developed together and adapted where needed
- Consequences are used within a process of restore and repair
- 'Inappropriate' behaviour is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
- The causes of the difficulties are mostly in the environment and within the context of relationships
- The solutions lie in understanding what the behaviour tells us about the child and their need
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

### **How we encourage positive/prosocial behaviour**

The school will encourage positive behaviour by:

- providing a challenging and stimulating learning environment;
- reinforcing positive behaviour through individual guidance and counselling;
- informing parents at the earliest opportunity of behavioural problems and involving them fully in measures to recognise these and where necessary remedy them;
- liaising with outside agencies to develop strategies to encourage positive behaviour in pupils;
- offering the opportunity for individual guidance and counselling to pupils to develop monitor and review behaviour;

- offering appropriate training to meet the needs of teaching and support staff dealing with behaviour problems.

Teachers should always expect the highest standards of behaviour from pupils both in their lessons and around the school.

- **Politeness at all times** All adults should be addressed as their preferred title (Mr/Mrs/Ms/Miss.....). Pupils should be encouraged to use 'please' and 'thank you'. Similarly teachers should be polite to pupils.
- **Courtesy** Pupils should move around the school quietly. They should allow all adults to pass through doorways first and hold doors open for them as well as for each other. They should behave appropriately and politely when wishing to ask/answer questions e.g. by putting their hands up and they should follow instructions quickly, quietly and efficiently.
- Pupils should show consideration and respect to visitors to the school.

In addition to generic school rules, each class also has its own classroom code of conduct, which is agreed by the children and displayed on the wall of the classroom. The school virtues are also displayed in every classroom and around the school. The virtues are reinforced throughout the curriculum. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class where necessary.

### **Using logical rewards:**

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children.
- Staff can reward children in the form of stickers and class certificates
- Staff can distribute merits (Dojos) to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes take part in a sharing WOW assembly or award a Star of the week certificate on a weekly basis

### **Our general responses to mistakes and incidents**

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the pupils of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use five questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected and how?
- What can we do to make things right?
- What have you learnt so you are able to make a different choice next time?

Using this approach, pupils have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of items. Where this is not possible a close alternative should be used.

At our school the staff work with the pupils to ensure that they have learnt from an incident so that they can be successful

next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

**The use of consequences:** Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

**Protective consequences:** these are required to protect the rights of others and keep a pupil safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- pupil escorted in social situations
- differentiated teaching space
- appropriate use of suspension and exclusion\* (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the pupil upon return). \* see Suspensions and Exclusions policy

**Educational consequences:** at our school we use these to teach, encourage, support and motivate the pupil to behave differently next time through better understanding. Examples include:

- ensuring the pupil completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the pupil assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours
- providing the pupil with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation/child.

- If a child does not cooperate the adult may begin with 'a look' to establish good behaviour.
- If co-operation is not established the adult talks quietly to the child to establish an opportunity to make the right choice.
- We may ask a child either to move to a place nearer the teacher, or to sit on their own if they are not listening or engaging in a task.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher uses the **5 categories of intervention (see appendix)**. If a child misbehaves repeatedly, we follow the sanctions according to the category to address the problem until s/he calms down, and is able to work sensibly again with others. Any behaviour deemed above a Category C will be recorded on CPOMS.
- Although **5 categories of intervention** are accumulative, starting with low level disruption / behaviour, more extreme or serious behaviour may result in Head teacher involvement from the outset.
- When pupils have been withdrawn from lessons and they have completed a 5 W's sheet, it is important that appropriate work is set for the remainder of the lesson.

- De-escalation strategies should also be employed in extreme cases, using the de-escalation script (see appendix)
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- It is not acceptable to leave pupils standing in corridors, outside the staffroom or outside the Head teacher's office as a consequence for misbehaviour during breaks or lunchtimes.

When the measures outlined have no effect, or in cases of dangerous or violent behaviour, then the Head Teacher may decide to suspend the pupils either for a fixed term or to permanently exclude (see Policy on suspensions and exclusions).

### **Reporting of behaviour issues**

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. All incidents of behaviour (where coloured purple on the sanction chart) and restraint will be recorded on the school CPOMS behaviour recording system and parents informed.

### **Physical Intervention (Control and Restraint)**

#### **Key points:**

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders should support their staff when they use this power.

#### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on 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.

#### **Schools 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.

#### **Searching a pupil without consent**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items.

#### **Staff training**

- All staff are trained in the use of 'guiding' techniques that can be used as a de-escalation strategy, for example to guide away from a situation or to control a pupils movements.
- A number of staff have received higher levels of positive handling training (restraint procedures) to hold a pupil back physically or to bring a pupil under control
- The school uses a recognised Local Authority provider, 'Essex Steps'

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'** which can be found [here](#).

#### **Monitoring and Review**

The school keeps a variety of records concerning incidents of misbehaviour. The main recording method is via CPOMS. From here reports on categories of behaviour can be created and downloaded.

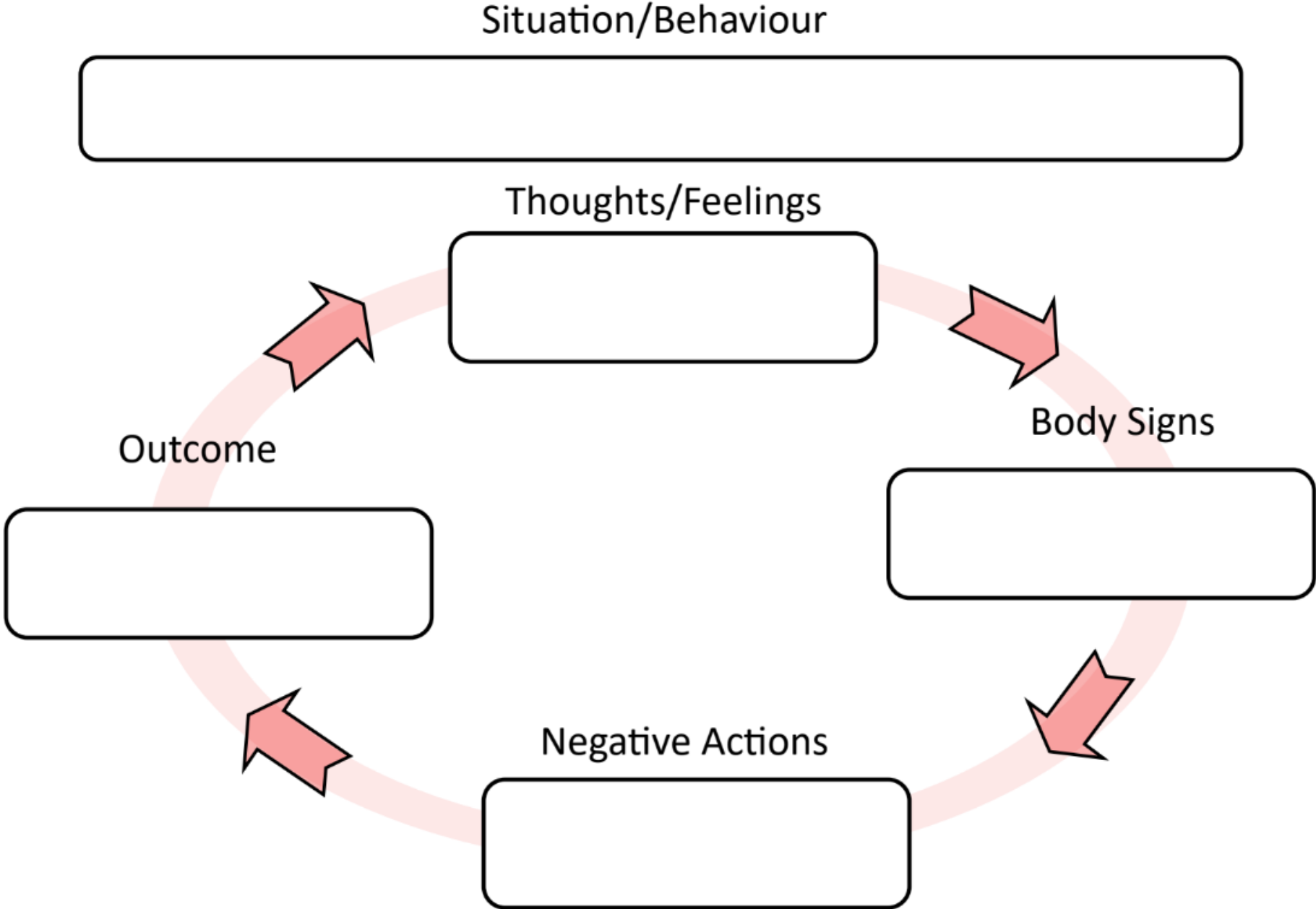
The Head Teacher will report to the Governing Body on any relevant aspects of the working of the policy as appropriate. The Governing Body will review the policy at least every three years.

Examples of behaviours within each intervention category (not exhaustive)

<u>Category 1</u>	
<ul style="list-style-type: none"> <li>● Calling out</li> <li>● Talking when someone else is, in the classroom or during assembly</li> <li>● Being somewhere they shouldn't be</li> <li>● Not following instructions</li> <li>● Littering</li> <li>● Wasting time</li> <li>● Moving around the school noisily or shouting in the dinner hall</li> <li>● Running indoors</li> <li>● Distracting others while working or eating</li> <li>● Jostling for position within lines/waiting times</li> <li>● Leaving seat / wandering without permission</li> <li>● Laughing/smirking when being spoken to</li> <li>● Spoiling others' games</li> <li>● Inappropriate play fighting</li> <li>● Throwing things in the classroom – pencils, rubbers</li> </ul>	
<u>Category 2</u>	
<ul style="list-style-type: none"> <li>● Lying to get out of trouble, or to get someone in trouble</li> <li>● Name calling (occasional)</li> <li>● Disrespect shown to any adult / Answering back / Being rude/ displaying a bad attitude</li> <li>● Swearing</li> <li>● Leaving a room without permission</li> <li>● Causing trouble between people by spreading rumours, stirring</li> <li>● Intimidating others - verbally</li> <li>● Pushing and shoving</li> </ul>	
<u>Category 3</u>	<u>Category 4</u>
<ul style="list-style-type: none"> <li>● Physical attack (intention to hurt)</li> <li>● Assaulting another child - intention to hurt another child</li> <li>● Stealing</li> <li>● Defiance –<b>absolute</b> refusal to do as adult requests</li> <li>● Vandalism – intentionally damaging property</li> <li>● Bullying / ganging up on others</li> </ul>	<ul style="list-style-type: none"> <li>● Assaulting an adult – including throwing things as weapons</li> <li>● Using racist, homophobic and misogynistic language</li> <li>● Bringing the school's reputation into disrepute</li> <li>● Child on Child abuse (see Safeguarding Policy)</li> </ul>

## 4 Categories of intervention

<b><u>Category 1 (Old A &amp; B)</u></b>		
<u>Sanction A</u>	<u>Sanction B</u>	<u>Sanction C</u>
Warning with the expected behaviour reinforced	Isolation in class.	Loss of 5 minutes break with class teacher.
<b><u>Category 2 (Old C)</u></b>		
<u>Sanction A</u>	<u>Sanction B</u>	<u>Sanction C</u>
Warning with the expected behaviour reinforced. Isolation in class <b>Loss of 5 minutes break with class teacher.</b>	Sent to paired class with work for the remainder of the session.	Sent to class in an alternate Key stage with work to be completed independently for remainder of (or next) session <b>Loss of whole break</b> <b>Break the Cycle reflection to be completed.</b>
<b><u>Category 3 (Old D)</u></b>		
<u>Sanction A</u>	<u>Sanction B</u>	<u>Sanction C</u>
Sent to Phase Leader/ELT for remainder of (or next) session. <b>Loss of part of lunch with Phase Leader.</b> <b>Break the Cycle reflection to be completed.</b> Inform parents of behaviour.	Sent to Phase Leader for remainder of the session and <b>DHT / HT made aware.</b> <b>Loss of part of lunch with Phase Leader.</b> <b>Break the Cycle reflection to be completed.</b> Parents informed (if not already)	<b>Immediately sent to DHT/HT.</b> <b>Half day (or full day) exclusion (suspension),</b> if appropriate and depending on severity. <b>Break the Cycle reflection to be completed.</b> Parents invited to meet and discuss. <b>Placed on report.</b>
<b><u>Category 4 (Old E)</u></b>		
<u>Sanction A</u>	<u>Sanction B</u>	
<b>Immediately sent to DHT/HT.</b> <b>Half day (or full day) exclusion (suspension),</b> if appropriate and depending on severity. <b>Break the Cycle reflection to be completed.</b> Parents invited to meet and discuss. <b>Placed on Report (if not already)</b>	<b>Sent to DHT / HT.</b> Immediate off site suspension, possibly leading to permanent exclusion. Parents invited to meeting to discuss	

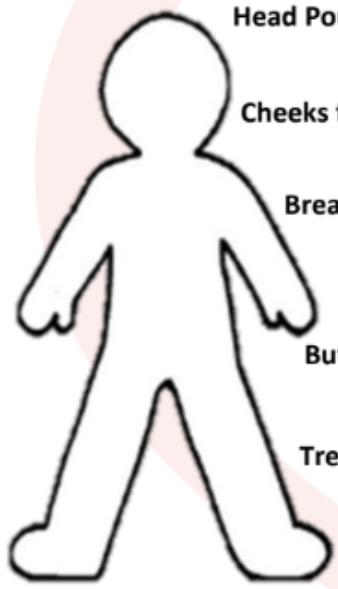


When I start to feel \_\_\_\_\_ (in my body), I think it links to the \_\_\_\_\_ emotion .

When I start to feel (emotion) \_\_\_\_\_ I will (positive action) \_\_\_\_\_

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Head Pounding

Cheeks feel hot

Breathing fast

Butterflies in my tummy

Trembling knees

- Angry
- Cross
- Upset
- Annoyed
- Scared
- Embarrassed



### Positive Actions



- Walk away
- Talk to an adult
- Tell a friend to get help
- Calm breathing down

# Break the Cycle!

## Negative Actions



# **De-escalation Script**

- **Learner's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**