



Stopsley Community Primary School and Nursery

Relationship and Behaviour Policy

Rationale

At Stopsley Community Primary School and Nursery, we aim to create a welcoming, safe and caring ethos, where all relationships are based on kindness and driven by our Heart Values, trauma informed practice, Golden Rules, Learning Behaviours and British Values: (See Appendix A)

We aim for exceptional behaviour amongst our children and we believe that this is:

Calm, polite and courteous children who take responsibility for their own behaviour. They respect and care for the environment and others around them in all places and at all times.

Our Learning Behaviours



Everyone within our school community has rights and responsibilities to ensure that Stopsley Community Primary School and Nursery is a safe place to learn, work and play, and that parents feel welcome, informed and confident that their children are safe and looked after when at school. Our children have respect for themselves, other people and the school environment. We understand that behaviour is a call for attention and evidence of a potentially un-met need.

All members of the school model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. Parents actively support, model and encourage the positive behaviour of their child throughout their time at Stopsley Community Primary School and Nursery.

We believe by working together in line with this policy, we can achieve behaviour which impacts positively on every child's learning, happiness and wellbeing.

A positive approach

Together with external specialists, we have developed a model through which the children are taught valuable life skills that promote a secure sense of happiness. We believe that our positive approach towards behaviour management, by finding solutions, results in the best possible outcomes for our children.

Through the curriculum, along with our HEART values, British Values and Golden Rules, we actively promote positive behaviour and relationships.

Aims and Expectations / Principles

As a school, we aim for every member of the school community to feel valued and for everyone to be treated fairly and with respect. This Relationship and Behaviour policy is therefore designed to support the way in which the members of the school community live and work together. It aims to promote an environment where we all feel calm, happy, safe and secure.

Our school is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect.

Protect:

In order to protect

- Increased 'safety cues' in all aspects of the school day.
- 'Meet and greet' in the playgrounds, at the school door in the morning.
- An open door policy for informal discussions with parents/ carers should the need arise.
- Staff trained in 'PACE' (Playful, Accepting, Curious, Empathic) modes of interaction (Hughes 2015) by being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions)
- Regular CPD sessions on trauma and attachment, and the expressions of feelings too great to be held in.
- On admission, parents have the opportunity to talk about traumatic experiences (ACEs) which may have an impact on their child. These are supportive and parents are given avenues for additional support should the need arise.
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism, and shaming (proven to be damaging psychologically and neurologically).
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the available adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in their classroom or break/lunch time areas, can access a calmer, smaller areas with emotionally regulating adults).
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time.

- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate:

All school staff trained in emotional coaching and in relating to children in terms of four key relational needs for secure attachment:

- Affect Attunement
- Empathy/validate
- Soothing/regulate
- Containment

At Stopsley Community Primary School & Nursery we have a whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

Vulnerable children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate:

Relational interventions specifically designed to bring down toxic stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions. The emotional wellbeing and regulating of staff is treated as a priority to prevent burn-out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed. Stopsley Community Primary School & Nursery operates a Supervision programme for key members of staff to support their emotional wellbeing.

Reflect:

In order to reflect

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- Provision of skills and resources to support parents and staff in meaningful empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory reconsolidation. Means include the provision of different modes of expression e.g. art/play/drama/music/sand/emotion worksheets/emotion cards.
- PSHE (Personal, Social and Health Education) and Relationships and Sex Education (RSE) are used as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships, emotions, digital and social media and tools for how to 'do life well'. The curriculum area is focussed upon positive relationship building and all schemes address this.
- Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

Bullying

We have a strict approach towards bullying - we do everything in our power to ensure that all children attend school free from fear. The school's Anti-Bullying policy should be read alongside the Relationship and Behaviour policy. We are aware that sometimes, on occasions, incidents can occur that might potentially be bullying. Such incidents will be investigated to determine whether they constitute bullying. It is the Headteacher's decision whether or not the incident constitutes bullying as defined by the Anti-Bullying policy and if it is deemed as bullying, the incident will be recorded.

School rules, rewards and sanctions

Wherever appropriate, children's best efforts, including consistent good behaviour, good manners, particular helpfulness and acts of kindness will be celebrated through display, performance and public praise. All members of staff recognise and celebrate appropriate behaviour at all times around the school through informal praise.

At Stopsley Community Primary School and Nursery we take every opportunity to promote, recognise, praise and reward effort, achievement, good manners and thoughtful behaviour towards others. Children may be praised by any member of staff and are often referred to senior staff for additional recognition.

Golden Time

Golden Time is included in each class' weekly curriculum. It is our expectation that all children will behave well and 'Golden Time' offers a weekly reward for this. In planning Golden Time, the activities are planned so that there is a greater emphasis on behaving positively and providing fun times. The aim is to include children in a social time that promotes positive behaviour and offers relationship building time.

The school's 'Golden Rules' are:

- *we are gentle and kind*
- *we listen to others*
- *we are honest*
- *we always do our best*
- *we look after property*

These are displayed in pictures and texts around the school and around the school environment.

As well as the 'Golden Rules', every member of the school community should apply the following principle:

'If you fail to stop any inappropriate behaviour, you are condoning it.'

Securing consistent consequences

An essential part of our behaviour management is that each child knows that consequences will be imposed for unacceptable behaviour. Consequences should be:

- logical
- protective
- educational
- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act, not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating for the child or the adult
- sufficiently disagreeable to discourage repetition

- involving parents where appropriate

Stage 2, 3 and 4 behaviours are all recorded on CPOMS. (See Appendix B)

Parents of the children involved in any incident of physical aggression, which results in an injury, must be informed on the day prior to the child leaving the premises, unless there are extenuating circumstances about which the Leadership Team must be consulted.

When a child demonstrates poor behaviour regularly or their behaviour pattern has changed significantly, we believe it is important to try to work out what may be causing this change. This is particularly important with the youngest children in the school. Staff may talk to the child to establish what might be happening to make them have these emotions.

Restorative Process

We believe in restoring the situation so that children can move forward and have a fresh start.

- As part of the process of managing misdemeanours, children will be required to apologise for actions / words. Apologies may be verbal or written.
- All adults then use the phrase, 'We're starting again' and start afresh. No further mention is made of the incident thereafter.

There may be consequences after the event e.g. loss of break / redoing work, but the child is able to have a sense of fairness and closure.

Pre-empt poor behaviour

There are four clear stages to remember. These are:

- Assumed co-operation – We use the term 'thank you' rather than 'please'; we don't reason or beg; the child is expected to do as is asked
- Limited choice – When children are heightened and need more directional support about their choices. We say to the child, 'It is certain that you will do X. You can do it by Y or by Z.'
- Deescalate the behaviour – We have a relentlessness approach to noticing all things, including low-level behaviours
- Logical consequence – A sanction that should 'fit' the behaviour. It is protective and educational. The plan is to provide an action that recalls children to the rules, reinstates the limits and teaches alternative behaviours

If a child is off-task during a lesson or in a mass gathering, our main tactic is to return their attention to the task before they actually become disruptive. We always deal with children calmly. Staff will give consideration to the position of the class and the proximity of the adult to the child/children. Staff will communicate confidence at all times.

Sanctions

Despite positive reinforcement as a means of encouraging good behaviour, it may be necessary to employ a number of sanctions to ensure a safe and positive learning environment for all. Boundaries are essential in order to promote children's sense of justice. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

It is imperative that any sanction is applied fairly and the consequences are explained. All stage 2 to 4 behaviours (see Appendix B) are recorded in CPOMS to enable careful monitoring of individuals. Most problems are dealt with on the spot, with the child being reminded about expectations and the agreed rules. Staff are always expected to explain why the behaviour is unacceptable and give the child an opportunity to respond and be listened to.

Positive Handling

In very rare situations, it may be necessary for adults in school to physically intervene through 'positive

handling'. If this is necessary, the behaviour immediately becomes stage 4 (See Appendix B) and is dealt with accordingly. We use 'Team Teach' approach for this and staff are trained appropriately.

Suspensions and Exclusions

At Stopsley Community Primary School and Nursery there are certain behaviours that are not tolerated. These are stage 4 behaviours (see Appendix B) and all stage 4 behaviour **must** be reported to the Leadership Team immediately. For stage 4 behaviours, a phone call is likely to be made to the parents and a meeting may be arranged. For continued unacceptable behaviour or in a case of such extreme behaviours, the child may be suspended from school. This could take the form of an internal seclusion, a lunchtime suspension, a fixed-term suspension, or on rare occasions, may take the form of an exclusion which is permanent (Government guidelines will be followed in the event of a suspension or exclusion taking place). We also do not tolerate bullying of any kind. If we discover that an act of bullying has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

Only the Headteacher, or a Senior Leader on their say so, has the power to exclude a child from school. The Headteacher will establish the facts in relation to the suspension / exclusion and the decision will be taken on a balance of probabilities and only in response to breaches of the school's Relationship and Behaviour policy. They will make the decision to suspend / exclude in line with the principles of administrative law, ensuring that the decision is lawful; rational; responsible; fair and proportionate.

In the instance of suspension or exclusion, the school will review the child's needs and behaviour to identify any additional provision that may be necessary in an attempt to avoid any subsequent suspensions / exclusion. This may take the form of a multi-agency meeting. If the Headteacher suspends or excludes a child, he informs the parents immediately, giving reasons for the suspension / exclusion. The parent must organise for their child to be collected immediately. Any suspension / exclusion given cannot be appealed at the time. The process to appeal is explained within the notification letter and this can only be started once the child has left the school starting the suspension / exclusion. Parents will be expected to attend a reintegration meeting at the end of the period of suspension. The purpose of this is to discuss provision and to agree ways forward in managing behaviour to avoid future suspensions. Parents must attend this meeting before their child returns to the school.

Children with Special Education Needs and Disabilities (SEND)

All children are expected to abide by the 'Golden Rules'. As much as possible, we want to keep children with SEND within whole school behaviour management systems. However, this will be more difficult for some children at certain times. Reasonable adjustments will be made in line with the Equality Act 2010.

They may include:

- have regular meetings with their teacher and parents
- Involve outside agencies/pastoral support plans
- have targets for improved behaviour on their learning plan/ IEP
- have an individual learning plan IEP / IBP
- meet regularly with the SENDCo to discuss progress

Children who have SEND may require whole school behaviour management systems to be modified to manage their behaviour. Some children may not understand the rules or structures of the school and be unable to meet expectations without additional support.

Model desired behaviour

Staff will model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact. No further reference should be made by an adult to any past misdemeanours or wrong choices.

Catch them being good

Noticing and acknowledging anything that is in the direction the adults want the child to take will encourage and reinforce that movement.

Recording, monitoring and evaluating behaviour

Classroom

Each class is required to display the 'Golden Rules'; in addition to this each class may create their own class rules. These class rules will be signed by the children during a specially planned PSHE lesson. The school has a clear 'Lines of Referral' system and this is strictly adhered to: class teacher; Assistant Headteacher; Senior Assistant Headteacher; Deputy Headteacher; Headteacher.

Playground

Incidents of disruptive behaviour on the playground are to be dealt with immediately by the adults on duty. At the end of break the class teacher must be informed of any significant / ongoing behaviour incidents. Stage 2 to 4 (see Appendix B) incidents must be entered in to CPOMS.

Rights, roles and responsibilities

The role of pupils

We expect children to treat one another with respect, including respecting the rights that other children have to learn. As a result, children are expected to listen to adults and each other and ensure that their behaviour choices do not disrupt the learning of others. It is expected that children will respect themselves and others by following school rules, all school policies and be positive role models for each other. Children will be encouraged to recognise the positive behaviours in each other and understand that all behaviours have a consequence.

The role of parents

Parents have a vital role to play in their children's education so it is vital that school works collaboratively with parents. It is very important that parents support their child's learning and co-operate with the school, supporting and following all school policies. We are very conscious of the importance of having strong links with parents and good communication between home and school. The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school.

We display the school's 'Golden Rules' in the school prospectus and we expect parents to support these.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported immediately to the Headteacher who will take appropriate action. Parents will be banned from site if continuing to behave aggressively.

If the school has to use reasonable sanctions with a given child, we expect parents to support the actions of the school and support our policies. By sending their child to the school, we expect parents to adhere to and support our approaches set out in all our school policies. If parents have any concern about the way that their child's behaviour has been managed, they should initially contact the class teacher.

The role of all staff

All school staff have a responsibility to uphold the Relationship and Behaviour policy.

All staff should be positive, enthusiastic and have high expectations of both learning and behaviour. They must foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere. Staff make it their priority to develop a good relationship with every child in their care.

We are aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum, through interesting and challenging activities, influences positive and engaged behaviour.

Teachers contribute to the 'open door' approach for all families. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers can expect that

parents will behave in a reasonable manner towards them and that issues will be dealt with in an atmosphere of trust and mutual respect.

The role of the Leadership Team

Middle leaders will uphold the policy within their own class in order to set high standards for behaviour across the rest of the year group. In addition to those indicated for all staff, middle leaders have additional responsibilities. These include:

- implementing the policy consistently throughout their specific year group as well as supporting the delivery across the whole school
- establishing and maintaining age appropriate reward systems which meet the requirements of the policy
- supporting other staff in managing behaviour, particularly for Early Career Teachers or teachers new to our school
- keeping Senior Leaders informed as appropriate
- ensuring the recording of stage 2 to 4 behaviours (see Appendix B)on CPOMS

The Leadership Team will support the culture of the school by expecting their teams to be positive, enthusiastic, and nurturing, and to set high expectations of all children with regards to learning and behaviour.

The role of the Leadership Team

It is the responsibility of the senior leaders and the Headteacher to implement the school's policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy and setting the standards of behaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for stage 4 behaviour (see Appendix B). For repeated or very serious acts of poor behaviour, the Headteacher may need to permanently exclude a child. All suspensions and exclusions are reported to Governors and the Local Authority.

The role of the Governing Board

The Governors have the responsibility of setting down general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy and Governors support the Headteacher with this, ensuring that decisions are fair and reasonable.

All suspensions and exclusions will be reported to the Governors. This is carried out on a termly basis except in the case of permanent exclusions, suspensions lasting more than five days in a term and any suspensions which would result in a child missing a National Curriculum test. In these cases, the Governing Board would be notified without delay. The Governing Board has a duty to consider parent's representations about a suspension / exclusion. They would then follow the procedures outlined in the DfE document 'Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement'.

Date:

September 2023

Review date:

September 2024

Appendix A

British Values	HEART Values
The Rule of Law Democracy Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs We understand right from wrong We listen to and respect other people's opinions and beliefs We respect the culture and beliefs of others We know that we are all special We understand and respect others We understand the consequences of our actions We treat everybody equally We try to help other people	Hope Enjoy Achieve Responsibility Togetherness

Appendix B

We have divided inappropriate behaviour into four categories. Behaviours (non-exhaustive) are as follows:

Stage	Examples of behaviour	Consequences
Stage 1 Green/Amber	This is day-to-day classroom or playground behaviour that would be handled by the class teacher and Teaching Assistants. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language and stopping others working / playing. At playtimes it may include: not following the Golden Rules, being unkind to or hurting others, getting too over emotional, not lining up when supposed to and use of bad language.	Verbal warning by the class teacher, Teaching Assistant or Midday Supervisor. Reduction in Golden Time. 'Time out' for young children; using a puppet or picture to explain feelings or poor choices. 'Time out' during playtimes – standing with a member of staff on duty; playing in a certain area of the playground / field.
Stage 2 Amber	Behaviour that could lead to involvement of Behaviour Lead Examples would be: continually behaving in any of the above ways and/or continually drawing others into negative behaviour, arguing and answering back	Children will be offered a clear choice to help them take responsibility for their behaviour. The adult states what the child has done and what the consequences will be if they continue with that behaviour choice. The child is then told they are going to make positive choices and they are told the things the adult wants to see. A personalised 'behaviour plan' may be used (led by the teacher with Behaviour Lead involvement). A loss of breaktime/s may be necessary.
Stage 3 Amber/Red	All of the above, hitting/verbal aggression, throwing or kicking equipment in anger, deliberately damaging the school environment, breaking property on purpose, stealing and being deliberately rude to adults. If behaviour continues, the child is told that, as they have made a poor choice, this now results in a sanction of time out / being moved away from other children. This is behaviour that could lead to AH/SAH/DH	Teachers may send their pupil/s to another class. Children should take work with them that they are able to complete independently and the teacher that they are sent to must not allow the child to join in with any other activity. Children should be made to complete any missed work during their next break. A personalised 'behaviour plan' may be put in place.
Stage 4 Red	This is serious behaviour that would lead to involvement of the Headteacher or Deputy Headteacher and that could put a child at risk of exclusion. Examples would be: continually behaving in any of the above ways and/or violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing the member of staff, running away, hiding and racism. Every effort is made to understand the message behind the behaviour and identify and remove barriers to help the child to achieve success	If there continue to be frequent examples of poor behaviour, it is the teacher's responsibility to alert the Behaviour Lead and appropriate members of the Leadership Team to this. At this point a strategy meeting may be arranged to offer clear procedures and support for the child's specific circumstance. Following this discussion, it may also be decided for the class teacher to meet with the child's parent to share strategies and inform parents of ways to support their child and the next steps. A date for a review meeting will be agreed with an appropriate timescale. In extreme cases of inappropriate behaviour, children will be referred directly to the Leadership Team

Appendix C

Behaviour at playtime and lunchtime

Low level playground behaviour – not sharing, taking turns; low level name calling	Consequences – warning; reminding children how they should behave and expectations; reduction of Golden Time
Medium level playground behaviour – not following instructions, spitting, throwing equipment, entering the school building without permission	Consequences – 'time out' on bench; conversation reminding child of expectations and Golden Rules; reduction of Golden Time; allocated area to play (eg: playing next to member of staff)
High level playground behaviour – swearing, fighting, hurting others, deliberately breaking equipment; inappropriate use of the toilet; rude / disobedient to adults; running away; hiding; racism	Consequences – YGL / SLT; loss of future playtimes and lunchtimes; writing letter of apology; having to go home for playtimes and lunchtimes; 1:1 supervision