



*New Beginnings,
Endless possibilities*

ARLEY PRIMARY SCHOOL
RELATIONAL BEHAVIOUR POLICY
2021-22

Dated: February 2022

Review and Renewal: September 2022

Arley Primary School vision:

As each new day begins - endless possibilities lie before us - to be the very best that we can be through hard work, commitment, dedication and aspiration. This is the vision for Arley Primary School. As a school community we share our ideas, discuss our hopes and dreams and together take ownership of the future we build for and with our children.

Our values:

Our new school values are built upon the vision: kindness, respect, independence, empathy, resilience, honesty, tolerance and positivity. These will form the 'Arley 8' and sit at the heart of the culture in our school

1. INTRODUCTION

The school policy reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the Governing Body. Parents are expected to support this policy through the home-school agreement. The implementation of this policy is the responsibility of all members of staff. This policy will be consistently and fairly applied and will promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. The policy be monitored by the Head teacher and SLT and will be reviewed annually.

2. AIM:

It is our aim to educate pupils about acceptable behaviour and to give them the tools, skills and knowledge to show a greater understanding of their behaviour. For this reason, restorative practice is built into our consequences to ensure that pupils are given the opportunity to reflect, repair and reset. This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm.

In addition to the above, as a school we will ensure we:

- Promote high expectations of all pupils in all that they do.
- Create a purposeful, calm and happy learning environment
- Foster mutual respect and trust
- Have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Ensure boundaries of acceptable behaviour are clear and ensure safety.
- Give pupils the tools, skills and knowledge needed to improve and understand their behaviour.
- Help pupils, staff and parents have a sense of direction and feeling of common purpose.
- Educate our pupils to prevent bullying.

3. RESTORATIVE PRACTICE

Restorative approaches are based on our four key features:

- RESPECT - for everyone by listening to other opinions and learning to value them

- REFLECT - taking responsibility for your own actions
- REPAIR - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RESET - working through a structured, supportive process that aims to solve the problem and allows young people to reset their behaviour

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. This approach starts with a restorative enquiry and will contrast with a more traditional “blame culture” approach.

Traditional		Restorative	
What's happened?	→	What's happened?	What do you think happened?
Who's to blame?	→	Who has been hurt and in what way?	How did you feel? What were you thinking? How do you feel now? What are you thinking now? Who has been affected?
How should we punish them?	→	What needs to happen to put things right and ensure this never happens again?	What needs to happen now to fix this?

Emotional Coaching will be used within the restorative conversation.

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Emotion Coaching is a way of supporting children who are struggling to regulate their behaviour. It enables us to potentially diffuse and de-escalate situations where children become upset, angry or aggressive. • When we emotion coach we consider what the feelings, needs and emotions are behind the behaviour.

PAUSE – recognise feelings and empathise.

1. **Become aware of emotion.** Especially if it is low intensity.
2. **Connect.** This is an opportunity for connection.
3. **Accept.** All emotions are okay and you understand that, even if it's a difficult feeling for you.
4. **Reflect.** Say what you see, use words to describe feelings.
5. **End stage.** Scaffold building problem solving, encourage ideas from them or set boundaries and how it could be better next time.

4. EXPECTATIONS

Emphasis should always be put on positive behaviour, independence, self-reliance and responsibility for others.

The school promotes a positive approach to behaviour management. It is the expectation that everybody sets high expectations for themselves in all that they do. It is recognised that to maintain good standards of behaviour great emphasis needs to be placed on acknowledgement and recognition of effort, improvement and achievement including rewards. Children will achieve more, be better motivated and better behaved when their successes are commended and their potential emphasised. This will be recognised, encouraged and congratulated in several ways.

Above and Beyond tickets

Above and Beyond tickets can be given to recognise behaviour that exceeds expectations. These are then entered into the lucky bucket prize draw. The more tickets children receive, the higher their chances of winning a prize. In Foundation Stage and Key Stage 1, the draw is completed on a daily basis. In Key Stage 2, this is weekly.

Awards presented in whole school assemblies

Each week two children in each class are identified to be praised in front of their peers across school. Parents are notified of this excellent achievement and a certificate is awarded. At the end of each half term a values ribbon is awarded to those children identified as showing a commitment to the 'Arley 8': resilience, positivity, empathy, tolerance, respect, kindness, independence and honesty.

All of the awards are given to the children for recognition of their achievements and values as we strive towards our school vision of 'new beginnings, endless possibilities' where each day, hour, lesson or moment is a new beginning.

Above and Beyond moment celebration

When children have an Above and Beyond moment and complete something spectacular for them, they are encouraged to share their work with their class. They may also come and show a member of the senior leadership team or Head teacher. Their superb moment will be praised and stickers may be awarded.

5. ABOVE AND BEYOND GREEN

At the start of each new day, every child starts the day in green. This approach has been chosen as it is fair and consistent and it is also familiar to our children. Each class has their own chart with the children's names displayed. This chart has a green and an orange zone.

6. CLASS RULES AND CONSEQUENCES

The class will agree their class charter/rules during the autumn term within their PHSE lesson. These will be referred to and discussed regularly.

1. Verbal Warning

If a child breaks a class/school rule or shows inappropriate behaviour a verbal or warning is given.

2. Orange

If a child continue to break a class/school rule or shows inappropriate behaviour, they are moved to the orange zone of the chart.

3. Red

If a child demonstrates persistently unacceptable behaviour, it will be recorded that they have shown red behaviour.

In some instances, orange will be bypassed and a child will go straight to red. This includes:

- Verbally or physically aggressive behaviour
- Aggressive or racist language
- Stealing
- Throwing objects
- Continued defiance when faced with reasonable requests.

See Appendix for a more detailed list

Consequences:

Using logical consequences rather than punishments helps children to learn about their behaviour and over time encourages them to take responsibility for their actions. Logical consequences make longer lasting changes in unacceptable behaviours, rather than punishment which can cause resentment and the need for retaliation.

Adult intervention is required to support a logical consequence and it is important the adult does this in a **respectful** manner. Speaking directly to the student away from others using the slow, low, low language (slow pace, low volume and low tone) is a respectful way of addressing a child and will also allow you to get a better response from them. It is important to be firm but fair and keep language simple to understand.

Consequences should create a **helpful** learning experience; they should encourage the child to take responsibility for their actions and give them the opportunity to change. In most cases, it's helpful for the consequence to have an obvious link to the behaviour to help them learn from the experience.

Making the consequence **relevant** to the child's actions helps how children see cause and effect. It focuses on the specific problem behaviour and the child's responsibility to that behaviour.

Making the consequence **reasonable** from the child's point of view as well as the adults ensures the consequence is meaningful. The consequence needs to be appropriate to the child's developmental age.

- Orange - if a child is moved to the orange zone of the chart, they will miss part of their play or lunch so that there is an opportunity to discuss their behaviour with their class teacher. During this time, through a restorative conversation, children will be encouraged to reflect on their behaviour, taking **responsibility** recognising the impact it has had on themselves and others. They will also be encouraged to suggest a logical consequence - ie. completing missed work or apologising to the person affected, this will give the child an opportunity to 'repair.' This will not take up a child's whole break and will be proportionate to the child's age. As a result of the supportive and structured conversation, the child will be able to successfully 'reset' their behaviour. Their name will also be moved back to green. Class teachers will make parents aware.
- Red - if a child shows red behaviour, they will be spoken to by their phase leader or Headteacher. Again, through a restorative conversation, a child will be encouraged to reflect on their behaviour, taking **responsibility** recognising the impact it has had on themselves and others. They will also be supported to suggest a logical consequence this will give the child an opportunity to 'repair.' Parents will be immediately informed and will be expected to support the school's actions.

In these instances, children may miss 1-2 playtimes/lunchtimes. As a result of the supportive and structured conversation along with the collaboration with parents/carers, the child will be able to successfully reset their behaviour.

It is against our policy to give whole class/blanket consequences.

Persistent behaviour:

As a school we recognise behaviour is a form of communication. If a child continues a pattern of showing red or orange behaviour, the school will create a child-centred support plan, parents will become involved, and a pupil will be placed on a report system for a short time. This will involve regular meetings with parents.

Extreme violence or very serious challenge to authority may lead to an exclusion from school. An exclusion may be internal or external, temporary, or permanent and will be in-line with DfE guidance.

An internal exclusion will result in a pupil completing learning away from peers and under the supervision of an adult. Prior to the consequence and on completion of the consequence, a restorative conversation will take place. This conversation will be revisited and supported at every opportunity.

7. RESPONSIBILITIES OF PUPILS

- ✓ Expect high standards of themselves in all that they do.
- ✓ Treat others fairly, with courtesy and respect;
- ✓ Follow the instructions of the school staff;
- ✓ Take care of property and the environment, in and out of school;
- ✓ Act in a safe and responsible manner;
- ✓ Agree to the class rules and understand why we have them.

8. RESPONSIBILITIES OF ADULTS

- ✓ Follow the behaviour policy to ensure consistency of routines across the school
- ✓ Have high expectations that are clear and consistently applied.
- ✓ Actively encourage positive behaviour.
- ✓ Follow the restorative practice approach when supporting children
- ✓ Ensure consideration when teaching and learning is taking place.
- ✓ Model expectations in the way we talk to and treat others.
- ✓ Take account of children's social and emotional needs and adapt how we (as adults), communicate to children in respect of these.
- ✓ Value and respond to every individual within our school irrespective of colour, race, religion, gender, sexual orientation or background
- ✓ Use SIMS to log any incidents of unacceptable behaviour. These will be regularly monitored by the HT and FSW. Incidents of racist or homophobic language must be logged and passed to the HT.
- ✓ Ensure effective communication with parents/carers.

9. RESPONSIBILITIES OF PARENTS

- ✓ Make children aware of appropriate behaviour in all situations;
- ✓ Encourage independence and self-discipline;
- ✓ Value and show an interest in all that their child does in school;
- ✓ Foster good relationships with the school;
- ✓ Support the school in the implementation of this policy;
- ✓ Be supportive of the school's behaviour policy and expectations;

10. HEADTEACHER RESPONSIBILITIES

The head teacher is responsible for ensuring that this policy is implemented and reports back to governors on its impact.

II. FURTHER SUPPORT FOR PUPILS

Children who continue to disrupt on a regular basis will be brought to the attention of the SENDCO, FSW or Headteacher. An appropriate course of support will be agreed with the class teacher, pupil and parents. Strategies may include:

- ✓ Specific and appropriate rewards/sanctions programme.
- ✓ Behaviour specific IEP formed by the teacher and SENDCO. The child and parents will be informed of this and will agree the targets. This will support the child in

improving behaviour through manageable targets, positive rewards and consistent sanctions. This will help avoid more serious sanctions such as exclusion.

- ✓ Referral by the SENDCO to the Educational Psychologist, Behaviour Support or other agencies for advice and further support.
- ✓ Meeting with parents at regular intervals.

All support will be positive, allowing the child the potential to improve behaviour. Children whose behaviour is aggressive and disruptive and may compromise the safety of other pupils and staff may be taken outside of the classroom for calming down time. Any adult removing/restraining a child will always follow 'Team Teach' guidelines. The child will then be given the opportunity to calm. Reasonable force will only be used in exceptional circumstances and will follow the guidelines set in Guidance on the Use of Force and Physical Intervention which can be accessed at: <https://www.safeguardingwarwickshire.co.uk/images/downloads/ESSPB/PoliciesandProcedures/Guidance-on-the-Use-of-Force-and-Physical-Intervention.pdf>. Any restraint must always be logged and parents informed.

12. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can include emotional bullying, physical bullying, prejudice-based and discriminatory bullying, sexual bullying, direct or indirect verbal bullying and cyberbullying. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

13. HOW WE MONITOR THE SUCCESS OF THIS POLICY

The behaviour policy will be consistently applied by all adults who will each take responsibility for promoting and encouraging appropriate behaviour around the school.

This will be monitored through:

- ✓ Staff meeting discussions
- ✓ Formal and informal monitoring by members of the Senior Leadership Team
- ✓ Use of behaviour incident record sheets
- ✓ Parent feedback
- ✓ Governor visits.
- ✓ Parents and children will be confident that the ethos of the school is being upheld through the behaviour and attitudes of its pupils.

14. OTHER SUPPORTING POLICIES

- ✓ Anti-Bullying Policy
- ✓ Annual Home/School agreement
- ✓ Children Absconding from School Policy
- ✓ Parent Code of Conduct
- ✓ Physical Intervention Policy
- ✓ Teaching and Learning Policy
- ✓ Special Educational Needs Policy

- ✓ Exclusion from maintained schools, academies and pupil referral units in England
- A guide for those with legal responsibilities in relation to exclusion -DfE September 2017

Orange Behaviour	Red Behaviour
Unkind words Disrupting lessons Interrupting the person who is speaking Rudeness towards others Not following instructions	Verbally or physically aggressive behaviour Aggressive or racist language Stealing Throwing objects Continued defiance when faced with reasonable requests.

Appendix

A guide to levels of unacceptable behaviour