

Woodloes Primary School



Behaviour and Relationship Policy

At Woodloes Primary School, positive relationships between all stakeholders are at the heart of our practice. We recognise and embrace the importance of repairing and restoring these relationships following any incident.

We recognise that behaviour is often an expression of a need not being met, a person not getting what they want or a feeling and we will always seek to explore the cause behind a behaviour rather than focus on the behaviour itself.

Written by:	A Mitchell / S Stevens	Date: December 2021
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This policy aims to identify:

- the school's **ethos**
- how our school promotes **positive** relationships and behaviour
- linked **legislation and guidance**
- how the policy will be **monitored**
- how the policy **links to other policies**
- the **actions** the school will take in response to unacceptable behaviour.

Ethos

Children in our school are individuals and are always treated as such. We foster high expectations of all children's behaviour, work and relationships and we aim to celebrate success widely. We build children's self-discipline, and a sense of pride and respect for themselves, their work, peers, school and the wider community. We develop positive relationships between school, parents and our community and a shared understanding of our aims. We create a school environment where children are healthy, happy, safe and secure, where they feel valued and respected within a diverse and inclusive environment.

Positive Relationships

The building of positive relationships is a fundamental component of life in our school and community. The building of these relationships is important for all children but it is **essential** for children who have experienced trauma, adverse childhood experiences or have additional needs - for example children requiring additional support with attachment needs. For these children, positive relationships provide a sense of safety, security and belonging.

Promoting positive relationships is an ongoing process and can be thought of as a system of deposits in a bank. Shared positive experiences form the grounding of any relationship. These do not have to be significant events but small, positive, frequent interactions.

Related Legislation

- The Equality Act 2010
- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017

Related Government Guidance

- Behaviour and discipline in schools
- Supporting pupils with medical conditions at school
- SEND Code of Practice: 0 to 25 years
- Working together to safeguard children

Monitoring

This policy will be reviewed by the Headteacher every year in consultation with the staff team. At each review, the policy will be approved by the School Standards Committee.

Links to other policies

- Staff Code of Conduct; Child Protection and Safeguarding Policy; Positive Handling Policy; Exclusions Policy; Anti-bullying Policy

Actions in response to unacceptable behaviour

Any behaviour which falls below the expectations of the school, will require some level of intervention. Unacceptable behaviour will be dealt with using the stepped approach (see procedures).

<u>The following procedures for implementation aim to:</u>	
Identify <u>training</u> provided	page 3
Confirm the role of the <u>Behaviour Advisory Group (BAG)</u>	page 3
Clarify the school's <u>expectations and rewards</u>	page 4
Recommend the <u>de-escalation strategy</u> in maintaining relationships	page 4
Clarify how the school adopts <u>restorative practice</u>	page 5
Advocate how a <u>restorative conversation</u> can be deployed	page 5
Clarify <u>consequences</u> and a <u>stepped approach</u> (Y1 - Y6 and EYFS) when dealing with inappropriate behaviour	page 7 - 11
Clarify <u>exclusion</u> as a consequence to inappropriate behaviour	page 12
Appendix A - <u>De-escalation Strategies</u>	Page 13 - 15

Training

Our staff are provided with training on our school's approach to managing behaviour as part of the induction process. This will focus on the importance of building relationships and the restorative practices in school.

Behaviour management will be part of continuing professional development for all staff with externally commissioned training where required.

Behaviour management is discussed regularly during staff meetings.

Many members of staff have been trained in Positive Handling techniques, which also forms part of our behaviour management response.

The Behaviour Advisory Group (BAG)

The Behaviour Advisory Group is composed of staff members representing different groups from across the school i.e. SLT, teachers, teaching assistants, midday supervisors. It therefore represents the whole staff team offering different perspectives.

The BAG meet fortnightly to discuss and review the school's behaviour policy, procedures, recent incidents, pupils of concern alongside reviewing strategy. The group is led and managed by the Deputy Head.

Fortnightly meetings are held between the SENDCo and teachers who have pupils with behaviour plans.

Expectations and Rewards

We have 3 simple rules at Woodloes. Pupils within school are expected to be:

- Ready (punctual, ready to listen and learn)
- Respectful (behaviour towards others at all times)
- Safe (conduct)

Rewards

At Woodloes, we have many rewards that can be given to the children:-

Verbal praise is given often in recognition of good work and meeting the expectations of READY, RESPECTFUL and SAFE in many different ways.

Positive notes are a personal, genuine, positive praise in the form of a note from an adult in school.

Visits to the Headteacher, Deputy and Assistant Head are encouraged to share positive contributions to school whether these are academic or to the wider school community.

Recognition Boards in each classroom celebrate the achievements of individual pupils who have gone above and beyond in their efforts in school. The children are encouraged to nominate each other as well as contribution from all members of school staff. These boards are refreshed every week to give children the opportunity to have their name and achievement added to the board before being refreshed again the following week.

Marble Jars - when pupils work well, either individually or as a class, and follow the school rules (Ready, Respectful, Safe), they put a marble in the class jar. Once there are 20 marbles in the jar, the goal is achieved and a reward is earned.

Achievement Assemblies are held on a Friday giving children the opportunity to receive a certificate for going above and beyond in front of an audience of their peers and their parents.

The weekly **Newsletter** has a 'focus on excellence', providing an opportunity to highlight a specific year group or class for their achievements.

De-escalation - a strategy in maintaining relationships

Occasionally, pupils may experience anxiety or other feelings that may trigger certain behaviours. This is usually as an expression of an unmet need or not getting their desired outcome in a situation.

Our aim as a school is to employ strategies to avoid a young person reaching their 'peak'. A range of strategies are implemented to achieve this, dependent on the age of the child, circumstance, cognitive ability, needs of the child. Interventions are tailor-made to the pupil involved.

For pupils who frequently dysregulate, a personal behaviour plan is implemented that outlines strategies for that individual. It also outlines how the pupil can best support themselves in the regulation of their emotions.

De-escalation Strategies - a range of strategies that may be employed by adults in school (see Appendix A)

Restorative Practice

This is ongoing and starts with the frequent interactions listed above. Elements of the building and maintaining of relationships and the recognition and naming of feelings is part of the curriculum - both the explicit planned curriculum and what we refer to as the 'hidden curriculum' - i.e. the ongoing reinforcement of the key principles through incidental opportunities.

Restorative conversation

A restorative conversation is an approach and a way of working with conflict that puts the focus on repairing the harm that has been done. ... It asks all parties to share what their involvement was, how the incident has affected them and to agree what needs to be done for things to be put right.

We use restorative conversation that can be deployed when an incident occurs. The level of formality will depend on what has happened. It ranges from a quick prompt through to a structured conversation between all parties. Staff will use shared language and sentence prompts to support the conversations with children.

Language Prompts

The following language prompts could be used:

I see that your shoulders are hunched and think you might be upset?
I see two children who both want the same toy.
I wonder if you're feeling.....because....
I can see how you might feel.....because....
Maybe it's not the right time now, I will catch up with you later.
I hear you need space. I'll be over here when you need me.
Do you think you might be disappointed?
It's ok to feel...
I understand you are.... But I can't let you...I need you to be safe.
Remember when we discussed when you feel.....we can...(insert chosen strategies here)
I feel.....sometimes too; let's figure this out together.
How can I help you now?

Tell me about what happened....
What could you do next time?
Help me understand how....
I need you to.....thank

Where a person has been directly affected by the actions of another, a conversation will take place together, by mutual consent, to explore the situation and repair the relationship. This will use 5 questions. The conversation will be facilitated by an adult and both parties get the opportunity to speak.

The 5 restorative questions used to structure the conversation are:-

- What happened?
- What were you thinking/feeling?
- Who was affected?
- What can we do to put things right?
- How can we do things differently in the future?

All staff will have these prompts on their lanyards.

This is used across school and for all stakeholders, not just the children. This means that restorative conversations may take place between adults and children, staff members in school and staff members and parents. Our aim with each of these conversations is to maintain positive relationships.

Incidents that occur outside of school hours and premises can impact on the wellbeing and participation of children in school. An example of this could be online incidents or incidents in the local area. It is at the school's discretion as to whether they intervene in such incidents but where it is deemed essential - a restorative conversation will be facilitated by adults in school to attempt to develop a resolution.

Consequences

Our understanding of the term 'consequence' is that it is a result or effect of an action undertaken by an individual. We believe that consequences should be logical and linked to the action. They should be reasonable and proportionate. Therefore the consequence will be determined and the restorative conversation will then take place with those involved.

We employ a stepped system of consequences, outlined below.

How the Stepped System works:

1. All children start the day at the beginning on no colour.
2. If their behaviour falls below expectations, they may receive a verbal warning and be put onto **Green**. Depending on the behaviour exhibited, a pupil may not be put on Green immediately. If they turn their behaviour around, they can come off Green and back to no colour.
3. If their behaviour continues to fall below expectations, the pupil will move up to **Blue** and be given a written warning (on the teacher's desk and not for the rest of the class to see). At this point, the pupil can move back to Green if their behaviour improves, and potentially back to no colour if they continue to make good choices.
4. If their behaviour continues to fall below expectations, they will move to **Yellow**. Once on Yellow, the pupil will spend 5 minutes of their break or lunch with a member of staff on duty. During this 5 minutes, the teacher will conduct a restorative conversation with the pupil and discuss their behaviour and how they can improve it.
5. If a pupil is on Yellow and their behaviour continues to fall below expectations, they will move to **Orange**. At this point, the teacher will take the pupil to the parallel class for 10 minutes for supervised withdrawal. Again, a restorative conversation will take place, at a convenient time.
6. If a pupil's behaviour continues to fall below expectations and is more extreme, they will move onto **Red**. At this point, the pupil will be removed from the classroom and spend part of the day with a member of SMT in another classroom or other appropriate area in school, away from their class. In this class / space, they will be expected to complete work and be encouraged to reset themselves to go back into class at some point during that day (if the incident takes place in the afternoon, it is likely that they will not return to their class until the next morning).

Consequences - The following demonstrates how the stepped system works:

<u>Colour and Consequences</u>	<u>Examples of behaviour</u>
<u>NO COLOUR</u>	❖ Ready ❖ Respectful ❖ Safe
<u>GREEN</u> Pupil receives a verbal warning.	❖ Rough play including unkind behaviour towards others ie. unkind words/ hands / feet ❖ Refusal to follow instructions in the classroom and on the playground ❖ Refusal to come into the building at the end of playtime ❖ Disrupting a lesson by calling out, talking or silliness ❖ Swearing ❖ Not respecting equipment ❖ Not completing tasks on time. ❖ Not listening to a staff member or class member - Distracting others
<u>BLUE</u> Pupil receives a written warning.	For ignoring a green verbal warning and carrying on with behaviour that they have been spoken to about.
<u>YELLOW</u> Pupil loses 5 minutes playtime.	Continued non-compliance and / or persistent green behaviour, following a verbal (green) and written (blue) warning.
<u>ORANGE</u> Pupil spends 10 minutes supervised withdrawal in the parallel class.	❖ Threats made to adults or children ❖ Swearing at another person ❖ Running around school during lesson time ❖ Throwing objects or equipment aggressively - Hurting someone through rough or inappropriate behaviour
<u>RED - NOT BEING SAFE</u> Pupil spends 10 minutes supervised withdrawal with a senior member of staff.	❖ Unsafe behaviour around the school site ❖ Refusal to enter or leave the classroom causing high levels of disruption ❖ Swearing directly at an adult ❖ Violence towards children or adults ❖ Throwing, kicking or tipping furniture ❖ Intentional damage to school property ❖ Racist language / actions ❖ Homophobic language / actions ❖ Bullying

As a last resort, Positive Handling will be used to deal with uncompliant or unsafe behaviour.

Separate to the behaviour steps, if a child has failed to complete work in class through choice, teachers can keep them in during break or lunch time to complete the work.

Recording Procedures for the Stepped System

When a pupil is put onto [Yellow](#), [Orange](#) or [Red](#), their behaviour will be logged in our behaviour tracking system - CPOMS.

If a pupil reaches [Yellow](#) or [Orange](#) twice in one week, then a phone call will be made home.

If a pupil reaches Red, a phone call will be made home.

The minimum consequence for being on [Red](#) is supervised withdrawal. Depending on the nature, seriousness or reoccurrence of the behaviour, in some cases as a last resort, a fixed term or permanent exclusion may be appropriate (see [Exclusion Policy](#)).

Once a pupil has served their consequence, they will restart on the stepped system with No Colour for the next session. This is to give pupils a chance to change their behaviour and finish the day positively. Every morning, children will start school on No Colour, regardless of the previous day, however, they may have to miss break or lunch times as a consequence for behaviour from the previous day if this was not possible on that day.

How the stepped system works for EYFS

1. All children start the day at the beginning on no colour.
2. If their behaviour falls below expectations, they may receive a verbal warning and be put onto **Green**. Depending on the behaviour exhibited, a pupil may not be put on Green immediately. If they turn their behaviour around, they can come off Green and back to no colour.
3. If their behaviour continues to fall below expectations, they will move to **Yellow** and be given a 5 minute time out to reflect on their behaviour. They can move back down to Green after this 5 minutes and potentially off the colours altogether. A restorative conversation will take place.
4. If their behaviour continues to fall below expectations during or after the 5 minutes, they will move up to **Orange**. At this point they will spend some time out of the classroom to reflect on their behaviour. A restorative conversation will take place.
5. If their behaviour continues to fall below expectations, they will move onto **Red**. At this point, they will have to spend part of the day with a member of SMT in an appropriate class / area of the school. A restorative conversation will take place.

EYFS (Reception) have a simplified version of the stepped system:-

<u>Colour and Consequences</u>	<u>Examples of behaviour</u>
<u>NO COLOUR</u>	❖ Ready ❖ Respectful ❖ Safe
<u>GREEN</u> Pupil receives a verbal warning.	❖ Rough play including unkind behaviour towards others ie. unkind words/ hands / feet ❖ Refusal to follow instructions in the classroom and on the playground ❖ Refusal to come into the building at the end of playtime ❖ Disrupting a lesson by calling out, talking or silliness ❖ Swearing ❖ Not respecting equipment ❖ Not completing tasks on time. ❖ Not listening to a staff member or class member ❖ Distracting others
<u>YELLOW</u> Pupil is given 5 minutes time to think.	For ignoring a green verbal warning and carrying on with behaviour that they have been spoken to about.
<u>ORANGE</u> Pupil is given time outside the room to think.	Continued non-compliance and / or persistent green behaviour, following a verbal (green) warning and 5 minutes time to think.
<u>RED - NOT BEING SAFE</u> Pupil spends 10 minutes supervised withdrawal with a senior member of staff.	❖ Unsafe behaviour around the school site ❖ Refusal to enter or leave the classroom causing high levels of disruption ❖ Swearing directly at an adult ❖ Violence towards children or adults ❖ Throwing, kicking or tipping furniture ❖ Intentional damage to school property ❖ Racist language / actions ❖ Homophobic language / actions ❖ Bullying ❖ Threats made to adults or children ❖ Swearing at another person ❖ Running around school during lesson time ❖ Throwing objects or equipment aggressively ❖ Hurting someone through rough or inappropriate behaviour

Just like the rest of the school, certain behaviours can trigger higher colours without moving up through the colour steps. This will be at the discretion of the member of staff involved.

Recording Procedures for EYFS Stepped System

Green - Incident will not be logged in CPOMS

Yellow - Incident to be logged in CPOMS if appropriate - this is at the discretion of the staff member.

Orange - Incident will be logged in CPOMS. If a pupil is put on Orange twice in one week, then they will receive a phone call home about their behaviour.

Red - Incident will be logged in CPOMS and phone call will be made home.

Exclusion

There may be occasions where the consequence of an action could be exclusion from school on a fixed term basis. This is to allow school the time to review practice and put in place the plans necessary to minimise the chances of this happening again. If this were to happen, the child would have this explained to them so that their sense of belonging is not harmed (see [Exclusion Policy](#)).

Appendix A

De-escalation Strategies - a range of strategies that may be employed by adults in school

Verbal Strategies

Talking to children can help them start to calm down. However some children, especially those on the ASD spectrum may not be able to tolerate speaking as they may be experiencing sensory overload. Adults may find they will need to be quiet until the child starts to calm down and can tolerate talking again.

For the majority, the voice is a powerful tool. For children you don't know well, watch when you are talking to them and see if it is working; IF NOT then stop.

Have a chat when the child is calm and say: 'During the time we were together I said _____, did you find that helpful or was it annoying?' Explore which phrases, if any helped, and share the information with other colleagues.

TOP TIPS

Keep your voice low and slow- keep the volume low, keep the pitch low and speak slowly. Keep any instructions short.

- 1) Rhythm and repetition - this actively calms the brain. Repeating a phrase such as: 'It's ok.' 'I'm here with you.' 'You're safe.' Or 'Take a deep breath in, and breathe out.' Share good phrases with other adults who work with that child.
- 2) Focus on feelings - how the young person feels is at the heart of what is happening for them but some may struggle to verbalise how they feel. Use phrases like: 'I can see you are feeling sad.' 'This must be upsetting for you.' Or if you are unsure how they are feeling and you don't want to get it wrong say 'I wonder if you might be feeling.....' or 'It seems like you are feeling am I right?'
Verbalising when they can't shows you understand what is happening for them - it may not just calm them down but it could build a connection between you and the child.
Validating their feelings is not the same as validating their actions.
- 3) Be empathic and non-judgmental - Feelings for that child are absolutely real for them whether you feel they are justified or not. Acknowledge and accept them and show you understand. Avoid reasoning with the child until later when they are calm. Doing it too soon could lead to escalation.
- 4) Distract and Divert - Distraction helps a young person if they are continuously talking about what is bothering them. It often works best with younger children.
 - Distract by changing the subject
 - Start playing slowly with a toy or object near by
 - Get them to look out of the window and count something e.g. green things.
- 5) Repeat back - Listen to what the child is saying (if they are talking) and repeat it back to them. Summarise for them what they have said. 'I can hear you are telling me....'

6) Choices - It is important to be clear about what is negotiable and what isn't. Having a choice will decrease the anxiety for a child. When giving choices:

- Speak slowly
- Offer the positive one where you think it will be most effective (based on what you know about the child)
- Limit the number of choices

If there are lots of people around when a child is distressed, you could ask, 'Do you want to stay here with me or come to my room?'

When they have recovered enough, 'Would you like to go back to class now or do you need 5 more minutes?' Either way they will be back in class but they will feel like they are in control.

Non-Verbal Strategies

The more that a child is in distress, the less they will hear your voice.

1) Keep your emotional brain in check - stay calm and rational. You cannot control the person but how you respond to them will be a factor in whether the situation escalates or diffuses. Think positive thoughts and remain calm.

When a young person has least control that is when we need to be the most in control of ourselves.

2) Environment - Get the child away from everyone if you can. If appropriate, lower the sensory stimulation (close blinds, turn off the lights, etc)

3) Space - Think position, posture and proximity

If you need to enter their personal space to keep a child safe, then explain what you are doing.

- Approach slowly
- Stay where they can see you
- Don't approach from behind
- Be mindful of gestures and facial expressions. Keep them neutral.
- Be at their level. This reduces the threat level and feeling of intimidation.

4) Silence is golden - Allowing time and silence will bring calm. Don't feel pressured to move things on.

5) Breathing control - Deeper, slower breaths will help the calming process. If we as adults do it, model it, then it helps us to remain calm but eventually it will allow the child to match our breathing pattern.

There is no sure and steadfast method for de-escalation. What works one day may not work the next but these strategies may help you have a wider repertoire of tools available to support the process.

A mixture of these tools may help us to be more successful in de-escalating situations before crisis or supporting the recovery better. What is key is the communication with adults about what is working and knowing the children. Being aware of triggers and signs of agitation and anxiety. If you have this information make sure it is shared with all the relevant adults who work with the child.

It is also important that after you have been dealing with a child in distress that you take time for you to reflect on what has happened and check that you are feeling ok. Talking to people is important.