

BEHAVIOUR AND RELATIONSHIPS POLICY



Introduction

Our school community understands that behaviour is based on emotional needs and that this goes hand in hand with respecting each other and the world we live in as well as providing a safe and happy learning environment. The staff manage these needs using relationship-based approaches, to learn the story behind the behaviour and most staff have completed Trauma-Informed training. As part of their PSHE lessons, children explore the reasons behind their behaviour, why certain behaviours happen and develop techniques to help them overcome and control reactions. The Jigsaw programme is a spirals, progressive, and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. This whole school collective approach helps to create a nurturing environment for all children to be safe, happy and thrive.

Kind words are short and easy to speak but their echoes are endless - Mother Theresa.

At Victoria Road, we know that developing and sustaining positive relationships is central to the success of our schools. We believe that trusting, honest, and caring relationships must exist between all members of the school community and most importantly between adults and children. Relationships must be authentic.

Everyone at Victoria Road understands that they have a responsibility to support the growth of positive relationships, that constant maintenance is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these. Adults all know that behaviour is understood as communication and that poor behaviour is as a result of an unmet need. All staff have been trained in ways to be in relationship with children, and each other, that helps everyone work together in a positive and productive way to support the emotional needs of our children and nurture positive behaviour.

Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK). It is underpinned by educational practices which 'Protect, Relate, Regulate and Reflect'.

Protect

Our priority is to ensure that children are safe. In this context that means not only physical safety but also within the relational environment. We reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We do not place children in situations that they cannot manage and focus on creating both physical and psychological safety.

Specifically;

- All adults are taught about the impact of toxic stress on learning, wellbeing, and behaviour;
- Ensuring that there are emotionally available adults in school and that children know who they are and where to find them;
- Wherever possible conversations with individuals about behaviour take place in private, away from the gaze of other children;
- Adults are aware of facial mobilisation and are expected to present as open, warm, and engaged at all times;
- Adults are consistent and adjust their expectations around vulnerable children to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.

Relate

At Victoria Road, our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness. We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning. There will be children in our schools who, for many reasons, have not benefitted from these positive relational experiences. Research indicates that the brain retains plasticity and repeated, positive, relational experiences can repair and reverse this cycle.

Specifically;

- All adults are attachment aware.
- All adults interact with each other, with children and with parents and carers from a position of social engagement not social defence.
- All adults know about the key relational skills (Affect, Attunement, Empathy, Containment and Calming and Soothing) and use these when supporting all children.
- Adults ensure that children have daily positive relational experiences to help them to become trusting, help-seeking individuals.
- Children and adults are helped to express their emotions and are not shamed or undermined when acknowledging their anxieties.
- Adults have daily opportunities to engage with each other in environments that are supportive and pleasant.

Regulate

We know that leaving children (and adults) in a state of toxic stress can result in physical ill health as well as making it impossible to engage productively in the activities taking place around them. We have a duty to support children and adults in school to ensure that they are not left in toxic stress. We know that one of the most powerful ways to do this is to talk to children and help them to talk about what is bothering them. At Victoria Road, we are committed to doing this through the relationships we have with children and each other.

Specifically;

- Providing children with time-in with an adult who they trust to help them calm down, ready to reflect;
- Teaching children strategies to support them in self- regulation;
- Ensuring that interactions are emotionally regulating, playful and enriched;
- Ensuring that we do not engage in socially defensive behaviour with children, especially when correcting behaviour;
- Our school provides and value staff-only spaces, designed to promote regulation and reflection;
- Adults are aware of each other's needs and support each other through rich, trusting relational experiences.

Reflect

At Victoria Road, we believe that children and adults need to be able to reflect on their feelings to fully understand them and their behaviour. Without the opportunity to do this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that makes sense of what we are feeling and what has happened to us. There are times following troubling incidents that children and adults need to be helped to reflect to make sense of them and if necessary, to repair ruptures in relationships that may have resulted. Such reflection takes place only once the child is calm and regulated, with a trusted and emotionally available adult who is able to offer non- judgemental support. We recognise this as being 'connection before correction' (Dan Hughes 2017).

Specifically:

- Staff are 'good listeners' with a particular focus on empathy and acceptance of the feeling if not the behaviour.
- Children have opportunities to work with trusted adults to make sense of painful experiences through creative, therapeutic approaches.
- Behaviour is understood to be a form of communication and adults respond to poor behaviour by asking not what did you do but what has happened to you?
- Restorative conversations take place when children are ready and able to think about what has happened and are supported to repair.
- PSHE is informed by current research and teaches children about mental health, emotions, relationships and how to live life well.

Restorative Approaches-Reflection

It is fundamental that those staff who are dealing with challenging behaviour are using restorative approaches, which seek to build rather than break relationships.

Where possible, this should include:

- Staff supporting pupils to reflect on incidents and understand the impact their behaviour may have had upon feelings, relationships and safety and learning
- Pupils are given opportunities to apologise and 'make right' what has happened, according to the particular situation which has occurred.
- More formal approaches to ensuring the voices of all parties are heard and understood and agreement is reached about how to move forwards together

Most importantly that a pupil is given a "fresh start" after sanctions have been applied and that it is clear that the pupil is beginning again and should be treated as such by others.

We use the acronym **WARM** for the restorative/reflective prompts in discussions with children.

W-what happened?	What happened? What were you thinking at the time? What do you think now about what has happened?
A-affect	Who was affected by what happened? How were they affected?
R-repair	What do you need to do to repair things? How will this help to put things right?
M-move forward	How can we make sure that this doesn't happen again? Do you need help with this?

Expectation

Our 3 school rules will be displayed throughout the school. Our rules are:

- Be ready**
- Be respectful**
- Be safe**

Roles and Responsibilities

Every adult that works within Victoria Road, whether employed or voluntary is required to conduct themselves in keeping with this policy. It is the responsibility of all adults in the school to model the behaviours described and ensure that they are supporting the promotion of positive behaviour. Staff believe that the process of promoting self-esteem and positive learning behaviour begins with the educator. It is therefore crucial that the educator is always professional and thoroughly informed about the group of children that they are leading.

Requirements for Effective Teaching		
Effective Teacher Expectations	Key Characteristics	Tools
Create 'A can do' culture	Warm, predictable, consistent, knowledgeable, empathetic, organised, prepared, build positive relationships	IEP's, learning walls, PECs, Cued articulation, Makaton, models and images, Autistic friendly, personalisation plans.

Communication	Clear Instructions: Where children have to be at any given moment What children should be doing How children can gain support or guidance When children are to change tasks and how to make a successful transition	IEP's, learning walls, PECs, Cued articulation, Makaton, models and images, Autistic friendly, personalisation plans.
Class Plan	Clear expectations Clear incentives Clear rewards Clear consequences	3 school rules-RRS, Class Dojo Privilege cards/out of this world
Differentiated and Personalised Curriculum	Differentiated tasks and objectives, personalised to learning style and interests	IEP's Personalised plans

When teachers adhere to the requirements for effective teaching, it is anticipated that children will respond positively to this and be on task and absorbed in the learning and thus demonstrating Positive Learning Behaviours.

This policy is intended to ensure consistency across the school in terms of expectations of behaviour and behaviour management. We believe that all children, staff and parents have a role to play in ensuring that our aims are met. It is expected that all children, staff and parents will behave in a polite, kind, courteous and respectful manner at all times. All staff and parents will help the children to take responsibility for their own actions, within a clear framework, and help to develop the children's understanding of the effect of their actions on others. In writing this policy the staff have had due regard to Charlie Taylor (the Government's Expert Adviser on behaviour in schools-Getting the simple things right), more details which are in Annex A.

Expectations for Adults Interacting with Children

Do	Don't
Always look for examples of Positive Learning Behaviour	Look for trouble or be sarcastic
Praise, encourage, praise, encourage, whenever possible	Forget to praise and encourage
Value and respect what the children have to say	Undermine opinions and feelings
Reprimand the child's <i>behaviour</i>	Say the child <i>as a person</i> is at fault
Always remember that all children have feelings	Use sarcasm, ever
Listen in a calm way and make time for the children	Make them look stupid or ridicule them
Use reprimands and punishments as sparsely as possible	Continually tell children off or add names to naughty lists
Speak calmly at all times; a calm manner encourages a calm response	Shout (unless absolutely necessary) or over-react
Ensure they can maintain self-respect	Confuse a child's personality with the behaviour
Be consistent and fair	Change the goal posts
Encourage the children to develop independence and encourage them to find their own solutions	Constantly do everything for the child without consideration
Constantly demonstrate a caring attitude	Ignore them or dismiss their ideas
Encourage the children to help and support one another	Let them put each other down
Always take a few seconds to think before tackling a difficult situation	Jump to conclusions
As adults treat each other with consideration and respect	Exhibit behaviour which we want to discourage in the children
Reprimand in private whenever possible	Humiliate a child in front of a group
Share concerns with a colleague and ask for help and advice	Bottle up worries
Ensure that there is a happy ending	Talk about children in front of them

We expect high standards of Behaviour and Attitudes from the children and this policy outlines what we expect from our pupils.

- High expectations for learners' behaviour and conduct and that these expectations are applied consistently and fairly reflecting in the learners' behaviour and conduct. Pupils learn to be self-disciplined and therefore there are less incidences of low-level disruption
- Learners' attitudes to their education is positive and they are committed to their learning and take pride in their achievements
- Learners have good attendance and are punctual for school
- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively

What to praise:

- Effort and/or Achievement (against the learning objective or personal goal) and Progress
- Improvement in work or behaviour
- Outstanding work or effort
- Consistency of work
- Positive attitude
- Particular helpfulness or consideration for others
- Adapting to challenges and overcoming personal barriers to learning – learning from mistakes
- Positively impacting on others
- Praise related to our school rules.

How to praise:

- A word of encouragement
- A written comment on a piece of work
- Display on the class 'Proud wall'
- Showing work to another teacher, SLT member (as well as parents)
- Speaking personally to (or showing) parents/carers
- Telephone call home to parents/carers or postcard home
- Writing to parents including comments on annual reports
- Being given a special responsibility
- Sharing achievement with the class or assembly or via the website
- Class Dojo given
- Out of this world/privilege card

What is acceptable / not acceptable?

Within the school there is a positive approach to discipline. We expect the children to make good choices on a daily basis and we are pleased that the majority of the children do choose to do this day in and day out. We try to ensure that these children are recognised for their good behaviour e.g. being helpful, being kind, listening carefully, not shouting out, showing good manners, trying their best etc.



We use a reward system called "It's good to be green", consisting of red, amber and green cards. When children make good choices their card on the chart stays green. A child can be awarded a "Privilege" card for anything outstanding linked to behaviour or their learning.

As staff we have also discussed that we need to:

- Use the behaviour and relationships policy consistently.
- Use the signal of hands up- 3,2,1 looking as a "stop"
- Expect good listening at all times e.g. children looking and tracking the adult
- Expect good lining up at all times e.g. children looking, standing still
- Make sure the children move around the school quietly. With our long corridors, it's necessary to wait and gather the children together before moving off around a corner
- Monitor the children's behaviour in the "public" places and check that it is safe and calm
- Ensure there is a clear end of play / lunchtime routine. Bell is rung, children line up and stand quietly and are taken in promptly by teacher.

Sanctions

We aim to use positive strategies to maintain high standards of behaviour within the school but, on occasions, sanctions will be necessary. We also recognise that some SEND children may need a modified approach to their behaviour management.

- Within the classroom or playground, a reprimand by teachers / support staff, for low level disruptions or minor behaviour difficulties (Stop and Think), are usually adequate sanctions.
- If poor choice behaviour continues, then the behaviour and consequences in Annex B should be followed. MTAs should report to class teachers at the end of lunchtime if an amber card has been issued to a child
- For persistent poor choice behaviour, it may be necessary to arrange for a period of internal seclusion and/ or consultation with external agencies e.g. Educational Psychologist / MAST team etc. A Behaviour plan may also be agreed for the child
- Exclusion from school is a formal procedure and would be used as a last resort for behaviour where children or staff are physically or verbally assaulted by a child or for a child who continually disrupts the learning of other children in the class by poor choice behaviour and a refusal to conform to expected standards of behaviour.

Child on Child abuse

Through training, all staff are aware that children can abuse other children and that it can happen both inside and outside of school and online. Staff are made aware of and can recognise the indicators and signs of child on child abuse and know how to respond to reports.

Staff understand, that even if there are no reports in the school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to the designated safeguarding lead (or deputy). Parents must also make staff aware if their child has reported such incidents are happening in school so that it can be dealt with appropriately.

All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nudes and semi- nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting; and
- initiation/hazing type violence and rituals

Reasonable Force/Positive Handling (see separate Restrictive Physical Intervention policy)

Section 550 a) 1996 Education Act allows staff to use “reasonable force”. There is no legal definition of “reasonable force”, so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on the circumstances of the case. The school prefers the term Safety Intervention when discussing these approaches.

Restrictive Physical Intervention handling – a set of approaches based on Crisis Prevention Institute Safety Intervention training which is an approach staff at Victoria Road have had training in.

Whistleblowing

Staff with concerns over the behaviour of any staff should report those concerns to the Headteacher. If the member of staff has continuing concerns they should speak to the designated “whistleblowing” governor (Paul Cotter, chair of governors) or Senior LAT team such as Director of Education. The details are held on the staff noticeboard.

In the case of concerns about the behaviour of a parent the Headteacher should be informed immediately. The action will be as follows:

- A verbal discussion and warning
- If the unacceptable behaviour continues then a formal pre-warning to ban letter will be sent
- In extreme circumstances a parent maybe banned from entering the school premises and will need to make alternative arrangements for the dropping off and collection of their child

If any parent is not happy with the way their child has been treated by a member of the school staff they should arrange an appointment to see the Headteacher.

A copy of the Complaints and Compliments policy is available on our website or from the office.

Please also see the Anti bullying statement.

Annex A

Staff to have due regard to Government's Expert Adviser on behaviour in schools-Getting the simple things right: Charlie Taylor's behaviour checklists as listed below

Key principles for headteachers to help improve school behaviour

Policy

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building and staff and pupils should know what they are.
 - Display the tariff of sanctions and rewards in each class.
 - Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Have a system in place to follow through with all sanctions.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
 - Differentiate.
 - Stay calm.
 - Have clear routines for transitions and for stopping the class.
 - Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Annex B-Good to be Green

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, then a Yellow Warning Card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Yellow Warning Card, and they have to be told again of inappropriate behaviour, then there are consequences.

Sometimes, just the conversation with the child of moving onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved and the Red Consequence Card will be displayed. Persistent behaviour would equate to a red card which would then have a consequence of loss of playtime of lunchtime and time in 'Reflection'. In some exceptional circumstances, this may result in a temporary/ permanent exclusion. A child who has received multiple red cards would be a cause for concern, and parents would be notified and invited in for a discussion with the class teacher/AHT/Headteacher.

Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming, or helpful. Pupils also have the opportunity to be rewarded for exceptionally good behaviour by being awarded a privilege card. There are other school initiatives and programmes which reward appropriate/ good behaviour.

Teachers and staff respond to inappropriate behaviour using the 'Good to be Green' scheme. The table below gives examples of some kinds of behaviour which are levelled according to 'severity'.

Initial warning via Stop and Think card-verbal warning or gesture

Amber card-5 minutes in own classroom to miss part of breaktime play or lunchtime play. Discuss why they have had an amber card and how they can address their behaviour. After completing the sanction child moves back to green or if behaviour persists they move to red

Red card- Sent to Reflection for 15 minutes at lunchtime and complete a behaviour reflection form.

Teacher to phone home/speak to parents at the end of the day to inform them. Any missed learning to be completed at home and returned the following day to the class teacher.

At the start of the day all children will start back on a green card, but this will not stop a child having their consequence from the previous afternoon.

Victoria Road Primary School-Good to be Green behaviour sanctions

Initial warnings (Stop and Think)	Range of Possible Sanctions
Out of seat Calling out Not listening/ paying attention Pushing, shoving in line Not working Not tidying up	Informal gesture: eye contact, frown, gesture. Moving the child to a different seat. A stop and think card A private reminder about the behaviour we wish to see- inviting them to make the right choice. Repetition of task/ completion of work in own time.
Amber Card	Range of Possible Sanctions
Distracts and encourages others to misbehave Throws small objects to distract – not to hurt Inappropriate physical contact, e.g. poking, flicking, pulling hair Complains or mutters disruptively/persistently Talking at an inappropriate time, or asking inappropriate questions to disrupt Interferes with other’s property Minor deliberate damage (pencils) Leaves the room without permission Trying to get others into trouble Rough play Stealing property Misuse of online platforms Refusal and defiance to follow adult instructions	5 minutes off playtime or lunch time (next day if during afternoon session) spent in classroom. Child to discuss why they have had an amber card and how they will adjust their behaviour orally using restorative justice language.
Red Card	Range of Possible Sanctions
Physical or violent assault causing injury, or persistent violent behaviour Sexualised behaviour or assault Serious damage to property (e.g. vandalism) Carrying a weapon with the intention to wound (e.g. knife) Persistent Bullying including homophobic, racist threats and abuse Carrying, supplying or abusing drugs	Complete Reflection for 15 minutes of lunchtime and a behaviour reflection form. Missed learning to be completed at home and returned the following day. Phone call home/parents spoken to by teacher Meeting with parents by AHT/Headteacher if child has had multiple red cards Internal seclusion Lunchtime exclusion Suspension Permanent exclusion

Policy reviewed January 2024
 To be reviewed September 2024