

BEHAVIOUR AND RELATIONSHIPS POLICY



LEARNING
ACADEMIES TRUST



Approved by: Cheryl Brake

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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 spiralled, 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.

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 Dojos given

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.

All staff will:

- 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 may 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 other consequences will be given depending on the situation. MTAs should report to class teachers at the end of lunchtime if an amber or red 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.

Bullying

Bullying in any form, by anyone, will not be tolerated at Victoria Road Primary School. (Please see our separate Anti-Bullying Policy for further information.)

Child Friendly Definition of Bullying

STOP – Several Times On Purpose. This definition is shared with children at Victoria Road Primary School to allow all children to understand what is meant by bullying.

STOP – can also be used for Start Telling Other People as a way of a child understanding that their voice will be heard and actioned.

Victoria Road takes part in Anti-Bullying week every year which reinforces awareness of the issue of bullying, holding special assemblies to reinforce the fact to pupils that Victoria Road is a telling school and if children are bullied they must tell someone.

Responsible Adults

Whilst all adults within the school are responsible for following and modelling positive behaviour at all times, there are key individuals who have overall responsibility for behaviour.

Cheryl Brake – Headteacher and DDSL

Sarah-Jayne Collins – Assistant Headteacher and DSL

Ruth Pitt – Assistant Headteacher and Behaviour support teacher

The HT will have overall responsibility for ensuring this policy is accurate and adhered to across the school.

Pupil Support – In addition to day-to-day care and support, some pupils require additional support. The HT and will all work together to communicate the needs of the child. Meetings are held with school staff, parents and external agencies (where appropriate) to create a Behaviour Support Plan who may have additional needs surrounding behaviour. When transferring to secondary school, enhanced transition

meetings are arranged between Victoria Road and the ongoing secondary school for any child who may have specific additional needs around behaviour.

Monitoring Behaviour

Information from the reflection sheets, CPOMS and bullying records are collected by SLT. This information is analysed to look for specific patterns of behaviour for individual children. If patterns of behaviour are observed this is discussed by SLT staff in order to gauge what support can be offered or if other professionals need to become involved.

Pupils with SEND

The Positive Behaviour policy at Victoria Road Primary School applies to all children and this applies to pupils with SEN or a disability whilst ensuring a whole school approach is applied to include all pupils regardless of need. The SEND team, AHT, Behaviour support teacher and other members of staff work closely with the pupil, their parent/carer and the class teacher to make sure that reasonable adjustments (under the Equality Act 2010 and the Children and Families Act 2014) and support are put into place to ensure all pupils can thrive both in and out of the classroom. Some children who need additional support and/or adaptations to help them follow the school behaviour policy will have a Behaviour Support Plan which is available for all staff to read. The school will make reasonable adjustments to support these children but the guidelines in this policy will be applied to all children.

Anti-bullying

Please refer to the anti-bullying policy about the steps we take at Prince Rock to prevent bullying occurring. Children at Prince Rock are taught through both JIGSAW lessons, wider PSHE lessons, daily referrals to the school rules and a specific anti-bullying week focus about the seriousness of bullying within school (Including Face to face bullying, peer on peer bullying, child on child abuse, discriminatory bullying and cyber bullying.) We use the acronym STOP (several times on purpose) as a way of identifying bullying behaviour to all age groups within school.

Behaviour outside school and online

The Victoria Road Positive Behaviour policy extends to the behaviour of the children both inside and outside of school (including online behaviour).

Behaviour that might lead to consequences within school include:

- Misbehaviour on a school trip or visit
- Behaviour when travelling to and from school
- Behaviour when wearing school uniform
- Behaviour that could impact on the running of the school
- Behaviour that poses a threat to other pupils
- Behaviour that could affect the reputation of the school

Both parents and children are informed that the school will be able to sanction (to a reasonable extent) pupils for misbehaving outside of school. These sanctions will be in line with those applied to in school behaviour. Online behaviour (in and out of school time) will be taken seriously and we will contact parents to make them aware of any inappropriate online behaviour we become aware of. Any behaviour events outside of school will be recorded on CPOMS and shared with SLT.

Restrictive Physical Intervention

Please see the LAT (Learning Academies Trust) Restrictive Physical Intervention Policy for further details. MAPA trained staff will follow the CPI Crisis Development Model. This focuses on an integrated experience between children and school staff. The ultimate aim is to de-escalate the situation and achieve Tension Reduction where the pupils are behaving emotionally and physically in a more settled calm way. Therapeutic Rapport then re-establishes the relationship between the child and the adults within the

school. Consequences can be issued following behaviour that has led to Crisis Development but this will be at a separate time to any severe behavioural situation

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