Behaviour & Relationships Policy

Prepared by:
S Waller

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Local Governing Body

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1. Introduction

At Parkstone Primary School, we want to create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Parkstone. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school.

<u>The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.</u>

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

2. Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

3. Aims

Through this policy we aim to:
- ensure a consistent and calm approach to, and use of language for managing behaviour.
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.

- ensure our pupils are polite, happy and considerate of others' feelings.
- encourage our pupils to respect their own and others' property.
- foster good citizenship and self-discipline.
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.
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As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as After School clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
- teach strategies for children to solve conflicts peacefully.
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- enable children to recognise, understand and respond to a range of feelings.
  - develop vocabulary to enable children to express feelings verbally rather than physically.
  - promote equal opportunities and instill a positive attitude towards differences.
  - promote an ethos of peer support.
  - ensure the atmosphere in the classroom environment is conducive to learning.
  - ensure children are aware of the consequences of their words and actions towards themselves and others.

4. Behaviour for Learning: The Parkstone Way

Be Ready, Be Respectful, Be Responsible and Be Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules, relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has four simple rules: **'Be Ready, Be Respectful, Be Responsible and Be Safe'**, generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules, and our characteristics of effective learning (Resilience, Perseverance, Enthusiasm, Concentration, Kindness, Teamwork, Courage and Listening) are displayed in each classroom, and are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

5. The Five Pillars

Our Behaviour Policy is based on these Five Pillars:
- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

6. Roles and Responsibilities:

'The culture is set by the way the adults behave.' Paul Dix, 2017
All adults in the school are responsible for the consistent reinforcement of the behaviour policy.
Senior leaders and Governors are responsible for supporting staff to implement the policy.
Parents are responsible for supporting the school's behaviour policy by reinforcing key messages at home, helping children to complete 'uncompleted' work at home and providing a positive role model.

All Staff will:
- Always redirect children by referring to 'Be Ready, Be Respectful, Be Responsible and Be Safe'
- Focus on effort not achievement
- Celebrate when children go above and beyond expectations
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are behaving badly
- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion

7. Rewards
Recognition of good behaviour, achievement, attainment, kindness etc come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.
The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.
Specific rewards include:
- Name on the recognition board in the classroom.
- A Marvellous Me badge/message
- An individual token award e.g. Sticker.
- A visit to another member of staff for positive commendation.

- A public word of praise in front of a group, class, key stage or the school.
- School Gold Award, formally presented.
- A postcard home or telephone call home.

Above and Beyond Recognition

Good behaviour is recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The target behaviours are linked to the Parkstone Characteristics of Effective Learning. The aim should always be for the whole class to get on the board. Iine order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise.

Children are praised publicly and reprimanded in private.

Our four simple school rules are further explored and explicitly taught in class, assemblies and other school experiences.

8. Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps for dealing with poor behaviour

Reminder, Caution, Last Chance, Time out, Repair.

- **Reminder** - of the rules, and the three step routine, delivered privately.
- **Caution** - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequence if he/she continues eg having time out. Use phrase "think carefully about your next step"
- **Last chance** - (includes a 2 minute "inconvenience" after class) Speak to the child in private, give him/her a final opportunity to engage. Offer him/her a positive choice to do and use the microscript (see Behaviour Blueprint). The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, it cannot be removed reduced or substituted.
- **Time out - (yellow card**) If the child hasn't engaged after the third reminder he/she needs a 5 minute time out. This is a few minutes for the child to think about him/her behaviour and calm down. Followed by:
- **Repair** - this might be a quick chat at breaktime in the playground or more formal meeting. (See restorative questions)

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Persistent Poor Behaviour

Repeated poor behaviour (More than one Time Out and Restorative Conversation in a day) results in a "yellow card." This results in parents being notified either through Email, phone call or direct conversation. Yellow Cards should be recorded on CPOMS.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour-class teachers will work in conjunction with parents/carers, SLT and SENDCo to devise an individual support plan.

Uncompleted Work

Any work which is not completed due to poor behaviour choices, will be sent home with an "uncompleted work" slip to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime. We hope that all parents will work in partnership with us and encourage their children to complete this.

9. Serious (Red Card) Behaviour Incidents

Red Card Behaviours include;
- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Refusal to follow adult instructions
- Inappropriate language

Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT.

Red Card incidents will also result in a red behaviour report slip being sent home by the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headeacher or a member of SLT) All red card incidents should be recorded on CPOMs.

10. Child on Child abuse including Anti Bullying statement

The school has an Anti-Bullying Statement which is prominently displayed around the school and was arrived at after discussion with all pupils within the school. It states:

"Bullying is **deliberately** and **repeatedly** doing or saying something that hurts or upsets someone else. If you are being bullied tell an adult."

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- 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)
- Abuse in intimate relationships between peers
- Sexual violence which means rape, assault by penetration, or sexual assault (intentional sexual touching).
- Sexual harassment which means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

The school does not tolerate bullying of any kind and has a zero tolerance approach particularly to sexual violence and sexual harassment, including any 'low level' concerns. These may be more frequent but will be dealt with so that these are not 'normalised'. We encourage all pupils to call out anything that makes them feel uncomfortable, no matter how 'small' they think it is. We let pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Whilst not tolerating the behaviour, we will listen to all pupils involved. Any alleged perpetrators will be offered support so they can change their behaviour. Our zero tolerance approach aims to benefit everyone including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

If we discover that an act of peer on peer abuse has taken place, we intervene immediately to stop any further occurrences of such behaviour. Issues are addressed throughout the school using the JIGSAW programme and Circle Time activities. It is very difficult to eradicate all peer on peer abuse but we do everything in our power to ensure that all children attend school free from fear.

Our approach to any incidents will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis including whether a child has SEND and whether this has an impact on the incident

Sanctions for child on child abuse:

After any incident of sexual harassment, sexist comments or any other child on child abuse, parents and carers will be informed. Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. After all incidents parents/ carers will be informed and after a serious incident the police will be involved.

Appropriate sanctions might include:

- A verbal warning
- Working restoratively to apologise to their peer
- A letter or phone call to parents
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

How to decide what sanction is appropriate for any child on child abuse:

The response to each incident should be proportionate. We will also balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

We will always consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

We will only use suspension from school only in the most severe cases, for example if the police recommend we exclude a pupil after an incident of sexual assault. If we decide to keep the pupil in school, we will put mitigations in place to protect other pupils, such as keeping that child in isolation if needs be. We will always take the wishes of the victim(s)

into account. We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises which includes during any before or after school-based activities. We will always listen to the victim(s) and their wishes will inform our response, but we will make the final decision on any necessary sanctions.

11. Staff Induction, training and support

Staff receive regular training on behaviour management and we offer staff access to support on how they can improve their practice if necessary.

12. Pupil Transition

The behaviour systems in place are the same in each year group to offer consistency for all pupils. For those pupils who have had a period on a personalised behaviour plan, they will be supported to re-inducted into the school standard behaviour systems.

13. Pupil Support

Mrs Kemp, our Emotional Well Being worker, will be available to offer any necessary support to any pupils who need it.

14. Legal Duties

We adhere to our legal duties under the Equality Act 2010 and take full regard of the SEND Code of Practice 2020 and Keeping Children Safe in Education 2024

15. Seclusion:

In emergency and or exceptional circumstances, it may be necessary to allow a child a space without an adult being physically present in the room with them, in order to keep themselves or others safe. This might be used for a child who has reached crisis and or who may place themselves or others in significant danger, if adults don't take control. In this situation, children must be externally monitored by an adult who can see and hear them at all times. Any use of seclusion, that prevents a child from leaving a room of their own free will, will only be considered in emergency and or exceptional circumstances. In such circumstances where pupils access any form of seclusion, in emergency or exceptional circumstances to maintain safety, parents and carers will be provided with explicit awareness regarding its use. At Parkstone Primary school we seek to ensure that we create an open, transparent and collaborative approach between the school, parents and carers and partner agencies in which to support the child in their best interests.

Seclusion: supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the purpose of the containment of severely disturbed behaviour which poses a risk of harm to others.

16. SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IEP.

17. Support agencies

If behavioural difficulties continue the Head, SLT and SENDCo will become involved. The advice and input of outside agencies will be sought as necessary and may include:
- Steps to Success Outreach
- Applied Psychologies
- SENDIASS
- EHASH
- KIDS

18. Exclusions

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.
In exceptional circumstances it may be necessary to suspend a child for a fixed time period and this would always be considered very carefully.
Decisions to suspend children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.
Suspensions can also be managed internally and a child or young person may be removed from class for a fixed period of time.
Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

19. The role of the parent/carer

At Parkstone, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:
- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

20. Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in consultation with the Local Authority. The Head of School will also consider the pastoral needs of staff accused of misconduct.

21. Physical Restraint

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Incidents of physical restraint must:
- Always be used as a last resort.
- Only be by experienced, trained staff.
- Be applied using the minimum amount of force and for the minimum amount of time.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMS and reported to parents.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are
entitled to take some time away from the classroom to recover their composure.

22. Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when the policy needs to be adapted to meet the needs of a child.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy annually and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.
All concerned parties will be kept informed of any review and action that will need to be taken.

11

Behaviour Blueprint

Adult Behaviour

- Calm, consistent and fair
- Give first attention to best conduct
- High expectations
- Recognise "Over & Above Behaviour"
- Relentlessly bothered

Over & Above Behaviour

- Praise
- Marvellous Me message/badge
- Postcard home
- Recognition Board
- Gold Award

The Parkstone Way

- Be Ready
- Be Respectful
- Be Responsible
- Be Safe

Characteristics of Learning
Resilience, Perseverance, Enthusiasm, Concentration, Kindness, Teamwork, Courage, Listening

Stepped Sanctions- In private

1. **Reminder of Rule**-repeat as necessary
2. **Caution**-"Think carefully about your next step."
3. **Last Chance**-use microscript, and a 2 minute inconvenience at next break/lunch.
4. **Time Out**-in class, or another classroom
5. **Restorative conversation**-5 minutes with key adult (more than 1 in a day - phone call home.)

Uncompleted Work

Work sent home for completion with a slip for parents to sign and return.

Red Card Behaviours

Physical violence, swearing, racism, homophobia.
Straight to Step 4 & 5 above, with an additional restorative conversation with SLT, and a phone call or conversation with parents.

Microscript

I've noticed that...You know the school rules, be ready, be respectful, be responsible, be safe. Can you remember when you ...(*time they did this really well*)...and how that made you feel? I expect you to...Thank you for listening.

Restorative Questions

1. **What has happened?**
2. **What were you feeling at the time?**
3. **Who has been affected by the actions?**
4. **How have they been affected?**
5. **What needs to be done to make things right?**
6. **How can we do things differently in the future?**

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.