



## Positive Behaviour and Relationship Policy

Our school is invested in supporting the very best possible relational health between all adults and children.

Our Christian Values are woven through our curriculum, our interactions and how we support the children in making choices in their behaviour.

**We firmly believe that all children have the right to learn and adults have a right to teach in a positive environment.**

### Aims:

- To build positive relationships with all children.
- To give attention to the behaviour that we want to see.
- To demonstrate consistent and calm adult behaviour.
- To provide clarity of expectations and boundaries.

**Children use behaviour as a way of communicating. It is the adults' responsibility to understand and identify what they are trying to communicate.**

### Aims:

- All adults are **role models** for positive behaviours.
- **Protect**- we always ensure children are safe and protected. This may mean they need to be removed from danger or triggering situations and environments.
- **Relate**- we support our children through meaningful relationships with emotionally available adults. These relationships help our children to feel safe, valued and understood.
- **Regulate**- we support our children through the use of therapeutic interventions and restorative conversations to regulate our children to the point that they are able to re-enter the classroom.
- **Reflect**- we support our children to think about their actions, repair relationships, and think about how they will deal with situations that arise differently next time.

**We want all people to feel safe, happy and respected in school.**

### Aims:

- To provide consistent routines which are shared with the children.
- To set clear rules and expectations with appropriate follow-up actions applied fairly for all children.

## What happens when a child demonstrates unacceptable behaviour?

In our schools, we understand that a child can express an unmet need through inappropriate behaviours, e.g., shouting, swearing, refusal to follow instructions, etc. We pride ourselves on being a 'THRIVE' school and follow the principles of a relational approach. This means that we are committed to a therapeutic approach to help support children with their social and emotional development. Thrive approach is a whole school strategy based around, current models of child development and current studies of effective learning to help adults to understand children's needs as shown by their behaviour. In addition to this, we are aware of the impact of Adverse Childhood Experiences (ACES) have on children and young people and the emotional difficulties that may occur as a result.

Up to date neuroscience research also tells us that the synapses and neuronal pathways are not always fully connected in some children, and they are therefore unable to regulate their emotions in the same way as their peers.

Reflection is key and ensures that children are supported to think about the consequences of their actions. They are supported to understand how their behaviour has impacted another child/ren, classroom environment etc. and why the behaviour is unacceptable. When a child is regulated and able to understand why and what has happened, formal consequences can be used.

## Boundaries and Consequences

Setting boundaries is really important. They are like lines on a sports field. If you cross them, the consequence is the game stops, or someone gets a penalty. Children can understand boundaries and consequences in the same way.

Boundaries make children feel safe as they know what's expected of them. They tell children that adults are in charge and are looking after them. Boundaries and consequences teach children to make good choices.

We firmly believe that all children have the right to learn in a positive environment. As such we have six 'Flying High rules' that we expect everyone to follow in school, which are displayed clearly in every classroom and the school environment including outside.



Always do your best.

Take care of each other and our school.

Be kind, polite and respectful.

Follow the adults instructions.

Listen carefully.

Be polite.

We also remind children constantly through various means, our **school values** so that children and staff can be 'living' the school values in order for us to achieve our vision of Excellence, Enjoyment and Achievement together in a nurturing Christian Community. 'They will soar on wings like Eagles – Isaiah 40:31'.



### **Pupil conduct in school**

In order to maintain a safe environment and be respectful to other learners, children and adults must walk quietly around the classroom and shared spaces.

During larger gatherings such as collective worship, children and adults should arrive and leave in silence and listen attentively to the person leading the session. During activities, noise should be kept to a level where the adult can give an instruction without raising their voice. This ensures the session can be led safely and demonstrates respect for the class teacher/coach.

All staff are expected to respond to behaviour around the school; inappropriate behaviour should consistently be challenged. The class community are expected to show respect to others by listening attentively, not distracting others and remaining focused on their learning.

### **Rewards**

We believe that rewards are essential for the promotion of positive behaviour within school. Praise for behaviour is as important as praise for high attainment. Praising students will raise their self-esteem, help them to learn to accept praise, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

### **At St Helen's, this includes:**

- Receiving a 'postcard home'
- Award of house points via Class Dojo
- Stickers and stamps

- Certificates as part of our celebration assembly
- Verbal praise
- Values shields
- Visiting the executive head, head of school and other senior leaders to celebrate their work.
- Photos shared with parents/ carers via Class Dojo.
- Positive phone calls home.
- Individual Class Based Rewards – marbles in a jar for extra play etc.

## **Sanctions**

Although our approach to discipline promotes positivity, there also needs to be a clearly understood set of sanctions, which will be applied when rules are broken. Our stepped approach is set out as **appendix 1**.

We believe in providing the opportunity for children to change their behaviour. After issuing a child with a warning, we use **restorative conversations** to help children understand the impact of their choices and to help them to consider a better approach for the future. Increased severity of poor behaviour will necessitate increased involvement of the Senior Leadership Team.

## **Persistent Unacceptable Behaviour**

Children that regularly display unacceptable behaviour may require a specific behaviour individual action plan to address their difficulties. This will normally be drawn up by the class teacher and will involve discussion with the head teacher, SEN leader and parents/ carers.

Please also refer to the Exclusion and Anti-Bullying policies

## **Working together to promote excellence in behaviour.**

The school collaborates with parents/ carers so that children receive consistent messages about school expectations of being respectful, responsible and safe.

If parents/ carers have any concerns, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage Lead or Deputy Head. Should further action still be required they can speak to the Head of School or Executive Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See Complaints Policy)

## **The power to discipline beyond the school gate.**

The school believes that the main responsibility for a pupil's behaviour beyond the school day lies with parents/ carers.

However, it is also aware of the importance of pupils representing the school well, within the local community, especially when in school uniform.

Therefore, in most cases, if the school is made aware of poor behaviour outside of the school day / premises, a senior member of staff will liaise with a child's parents/ carers. Most discipline for such behaviour should then be given at home, by the child's parents/ carers, however sanctions may be applied within school when appropriate.

In more serious cases of poor behaviour outside of school hours, (such as vandalism or violence) the police may be contacted.

If the school receives reports of bullying outside of school hours, including cyber-bullying, it will work with the parent/ carers to bring about positive change.

## **Defining bullying**

Please also read the [school Anti Bullying Policy](#)

In generic terms (and as stated in the DfE document 2011 “Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies”), bullying is described as ‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

## **Responding to and Supporting Behaviour**

We support through:

- Having a trusted adult children can talk to
- Posters displayed around the school, e.g., Child Line, NSPCC
- Collective Worship themes and values
- Good communication with parents/ carers.
- Peer Support
- External Agencies
- Being supported inside and outside of school
- Listening and not judging
- A compassionate, understanding approach.

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:

1. Listen to the child who has been bullied and identify the type of support they feel they need.
2. Listen to the child who has bullied and identify the type of support they need.
3. Apply disciplinary protocols consistently and fairly.
4. Carefully consider and decide upon the appropriate level of parental involvement for both parties.
5. Complete the schools’ recording forms and involve outside agencies (such as Educational Psychologists, THRIVE Leaders and Behaviour Support Service) as appropriate.

## **Child Protection**

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, our school staff will report their concerns to the Designated Safeguarding Lead for Child Protection who will refer to Children’s Services Social Care.

## **Reporting**

Our school has a clear system for gathering information about behaviour within school. We track the outcomes of individual incidents of unacceptable behaviour and bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children / young people and parent/carers.

## **Resources**

### **DfE resources**

DfE Behaviour and Discipline in Schools Guidance:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline>

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

### **Legislative links**

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.  
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>

### **Specialist Organisations**

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beat bullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents/ carers / carers , Beat bullying have developed the Cybermartyrs peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents/ carers / carers about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

### **Cyberbullying**

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

### **LGBT**

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

### **SEND**

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

*Please note that internal servers may block access to some of these sites. Schools*



wishing to access these materials may need to adjust their settings.

## Key Documents

- i. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.  
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>
- ii. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents/ carers / carers and pupils  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools>
- iii. VIRTUAL VIOLENCE II: Progress and Challenges in the Fight against Cyberbullying  
<http://www.beatbullying.org/pdfs/Virtual-Violence-II.pdf>  
Commissioned by Nominet Trust in Association with the National Association for Head Teachers (NAHT)
- iv. Ofsted. Children on bullying A report by the Children's Rights Director for England  
<http://www.ofsted.gov.uk/resources/children-bullying>
- v. Children on Bullying – A Report by the Children's Rights Director of England OfSTED 2008  
[www.ofsted.gov.uk/resources/children-bullying](http://www.ofsted.gov.uk/resources/children-bullying)
- vi. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying.  
[www.homeoffice.gov.uk/equalities/equality-act](http://www.homeoffice.gov.uk/equalities/equality-act)
- vii. The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate [www.direct.gov.uk/en/CaringForSomeone/.../DG\\_10027594](http://www.direct.gov.uk/en/CaringForSomeone/.../DG_10027594)
- viii. Commissioned Survey of pupils' experience of bullying in school – scheduled to report Summer 2012 [www.ofsted.gov.uk/inspection-reports/surveys/forthcoming-surveys](http://www.ofsted.gov.uk/inspection-reports/surveys/forthcoming-surveys)
- ix. Guidance on Combating Transphobic Bullying in Schools Gender Identity Research and Education Society <http://www.gires.org.uk/assets/Schools/TransphobicBullying>

## St Helen's Positive Behaviour and Relationship Policy Appendix 1

What does this look like in practice?	
<ul style="list-style-type: none"> <li>• <b>Rewarding positive behaviour:</b></li> <li>• <b>Let's celebrate!</b> Celebration assembly recognition of excellent effort, work and behaviour.</li> <li>• <b>Share your success in school</b> Share learning with the Senior Leaders, Head of School, Executive Head Teacher</li> <li>• <b>Photo on Class Dojo portfolio</b> Celebrating excellence - we want to share your efforts with your family.</li> <li>• <b>Positive house points recorded on Class Dojo</b> Celebrating and promoting expectation to others for example behaviour linked to school values and Flying High.</li> <li>• <b>Use of Postcards</b> - Celebrating excellent behaviour and work consistently throughout the day,</li> <li>• <b>Praise from teacher</b> - Celebrating excellence in class – work may be displayed or put in a special class book</li> <li>• <b>Stickers and stamps</b></li> <li>• <b>Verbal praise</b></li> <li>• <b>Values shields</b></li> <li>• <b>Positive phone calls home.</b></li> <li>• <b>Individual Class Based Rewards</b> – marbles in a jar for extra play etc.</li> </ul>	
Start here each morning	Scripts
<b>Turn-around time.</b> <b>(Re-Focus and Reminder):</b> Use of a simple strategy to engage the children's focus or a reminder about the school rules. The amount of time before a warning is given is dependent on adult choice and context of the situation.	Various strategies: <ul style="list-style-type: none"> <li>- Let's look at your work together.</li> <li>- Are you OK? I wonder if... I imagine that... I noticed that...</li> <li>- Can I help you with...?</li> <li>- I love how you've...let's do... next.</li> <li>- Remember to...</li> <li>- You were great at...yesterday, let's see that again today!</li> </ul>
<b>Warning:</b> A clear warning is given to the child, identifying which behaviour they need to change and what will happen if this behaviour continues. If possible, the adult will take the child aside to have this conversation. <b>After warning:</b> the adult will seek opportunities to praise positive change ASAP.	<ul style="list-style-type: none"> <li>- I noticed you were...<b>so this is a warning</b> that you need to... If this continues you will need to work at.....</li> <li>- Is there anything you think will help you with this? (e.g., move to another seat, collect a resource, etc)</li> <li>- I know you will focus.....not distract others.....</li> <li>- Remember when you... (reminder of positive choices previously) I need to see.../I know you can... (set expectation)</li> <li>- Thank you for listening. Let's go and have another try!</li> </ul>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Time out</b></p>	<p><b>Time out:</b> If inappropriate behaviour continues <b>after the warning</b>, the child is asked to move to an independent table <b>inside or outside</b> of the classroom for approximately 2-5 mins to complete work independently.</p> <p><b>Return:</b> the adult will seek opportunities to praise positive change ASAP.</p> <p><b>Repair:</b> At next break time or end of the day, the teacher will have a restorative conversation with the child.</p> <p><b>Logical consequence:</b> the child may need to apologise to someone/tidy up a mess they made/offer help to someone they upset/finish work during break time</p>	<ul style="list-style-type: none"> <li>- You have continued to...so now you need to... I'll come and see you in <b>X mins</b> and see if you're ready to come back. We'll talk about it at break time.</li> <li>- On re-entry: Are you ready to come back and learn? I know you will...now (set expectation for change).</li> </ul> <p><b>Restorative Conversation at Break time:</b></p> <ol style="list-style-type: none"> <li>1. <b>Be curious:</b> Why do you think I asked you to have a time out? Is there anything you want to tell me about that? I wonder if... I imagine that... I noticed that...</li> <li>2. <b>Reflect back</b> – I hear that... My view was/is...</li> <li>3. <b>Acknowledge impact:</b> Why do you think this was a problem? How did this affect you/others?</li> <li>4. <b>Problem-solve:</b> How could we do things differently next time? What can I do to help you?</li> <li>5. <b>Repair:</b> What do we need to do now? (Apologise to someone/get an ice pack for someone who is hurt/tidy up the mess/fix something that was broken/complete the work)</li> <li>6. <b>Encourage:</b> I still think you're brilliant... Next time I know you can... I think you're improving at...</li> </ol>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Leadership team time out</b></p>	<p><b>Leadership team time out (out of class):</b> If inappropriate behaviour persists following a time out, the child leaves the class for the rest of the session to complete work with a member of the SLT or in an SLT member's classroom. <b>15 mins of the next break will be missed.</b></p> <p><b>Logical consequence:</b> The child may need to apologise to someone/tidy up a mess they made/offer help to someone they upset/finish work during break time.</p> <p><b>Repair:</b> At next break time or end of the day, the teacher will have a restorative conversation with the child.</p> <p><b>Return:</b> the adult will seek opportunities to praise positive change ASAP.</p> <p><b>Parents/ carers informed and incident recorded:</b> The class teacher will inform parents/ carers and record on CPOMS.</p>	<ul style="list-style-type: none"> <li>- You have continued to...so now you need to... We'll talk about it at break time.</li> <li>- On re-entry: Are you ready to come back and learn? I know you will...now (set expectation for change).</li> <li>-</li> </ul> <p><b>Restorative Conversation at Break time:</b></p> <ol style="list-style-type: none"> <li>1. <b>Be curious:</b> Why do you think I asked you to have a time out? Is there anything you want to tell me about that? I wonder if... I imagine that... I noticed that...</li> <li>2. <b>Reflect back</b> – I hear that... My view was/is...</li> <li>3. <b>Acknowledge impact:</b> Why do you think this was a problem? How did this affect you/others?</li> <li>4. <b>Problem-solve:</b> How could we do things differently next time? What can I do to help you?</li> <li>5. <b>Repair:</b> What do we need to do now? (Apologise to someone/get an ice pack for someone who is hurt/tidy up the mess/fix something that was broken/complete the work)</li> <li>6. <b>Encourage:</b> I still think you're brilliant... Next time I know you can... I think you're improving at...</li> </ol>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Follow-up action</b></p>	<p><b>Follow-up action:</b></p> <p>Regular leadership team time outs will lead to behaviour intervention. Two leadership team time outs in the same day will lead to internal exclusion for the rest of the day.</p>	<p>Head teachers and teachers will decide on support and sanctions to address serious misconduct when behaviour is repeating. Parents/ carers will be expected to attend a meeting to discuss behaviour, where support will also be offered in the form of an individual action plan. Internal exclusion will be used when deemed necessary i.e., to maintain the safety of our children.</p>

**Severe Behaviour Incidents – red card**

There are some occasions when it is necessary to apply the severe clause. A child will automatically be sent to the Executive Head of School or Head of School (or in their absence a member of SLT or the most senior teacher) for these serious breaches of the Behaviour Policy:

- Rudeness to staff, including disrespectful verbal abuse,

- Violent and physical behaviour to others, e.g., fighting at playtime, hitting another child.
- Racism or an equivalent infringement of equal opportunities, such as use of inappropriate sexual language.
- Wilful damage to property.

A **restorative conversation** will occur between the SLT leader and child. The child will stay with the leader for the remainder of the session, depending on the time something has occurred, the leader will use their professional judgement. For example, an incident in the early morning would see the child staying for the rest of the morning session. If a child has a red card, they will miss the next available break time to have a follow up restorative conversation. In the event of a serious red card incident at lunch time- the child will miss the rest of their lunchtime and depending on the time and the severity of the incident may miss part of the following lunchtime.

The EHT/ HoS/ Senior leaders will inform the child's parents/ carers within 24 hours, explaining the situation and next steps.

In some cases, children who show persistent inappropriate behaviour (or children for whom the above systems do not seem to work), additional meeting will be held with parents/ carers. The child may be supported through an Individual Behaviour Plan (IBP) which is agreed with parents/ carers and reasonable endeavours put in place.

Continued inappropriate behaviour will be dealt with according to Local Authority guidelines and can ultimately lead to temporary or permanent exclusion.

When a child is in danger of being excluded because of on-going or deteriorating behaviour, an additional support plan is created for that pupil to minimise the risk of exclusions. The plan is written with the cooperation of the pupil, parents/ carers, teacher, SENCO/HT and any other relevant agencies.

#### **When dealing with children in crisis, we use Thrive language.**

- **Attune** to their emotional state: through facial expression, body language and noises.
- **Contain:** I am not leaving. I care about you. I'm ready to help when you're ready.
- **Co-regulate:** Remain calm, model calming breathing/stretching/squeezing techniques or give them safe space.

#### **When children are ready to talk:**

- **Lend your thinking brain:** I wonder if... I imagine that... I notice that...
- **Be curious:** What do you think happened? Why do you think that happened? How did that feel in your body? (Children may find it helpful to draw/show their feeling instead of describing verbally)
- **Reflect back:** You're saying you felt...so you...because...
- **Empathise:** I understand that... (you are angry/frustrated / it was difficult that...) It must feel... I can see why...
- **Validate:** It is okay to feel...when... I've often thought the same... I hear you... I know you felt it was unfair...
- **Set limits:** I can't let you...because... (behave unsafely / hurt others / make others feel unsafe / stop others playing/learning) We must... (share equipment / keep everyone safe / let everyone learn/play)
- **Problem solves:** Let's decide what you will do next time you feel like this. Is there anything you think will help?
- **Repair:** What do we need to do now? (Apologise to someone/get an ice pack for someone who is hurt/tidy up the mess/fix something that was broken/complete the work)
- **Encourage:** I still think you're brilliant... Things went wrong but we got through it together...I believe you can do it... I know it's tricky, but I know you will... I've really noticed that you've improved at. I love the way you talked to me so calmly today... Well done for asking for help like we practised...

#### **Break and lunch times**

**If you see/hear a child behaving inappropriately**, follow the procedures above. Aim to have conversations privately instead of in front of other children. Seek support from SLT immediately for any 'red card' incidents.

**If you have been told that a child has behaved inappropriately and you haven't seen/heard it**, avoid making assumptions and remain curious:

“Let’s have a conversation, I’d love to hear your view on something” “Is everything OK this breaktime?” “I noticed that..., can you tell me anything about that?” “I wonder if you could tell me what happened with X?” “I’ve spoken to X and wondered what your view is of what happened?”  
Listen to both sides of the story. Once you are clear on the situation, follow the behaviour steps above.

### **Staff behaviour:**

- Maintain a calm and professional approach at all times. Have an attitude of PACE: Playfulness, Acceptance, Curiosity and Empathy. When you are dealing with a challenge, stick to our shared script and be calm and not condescending.
- Treat children fairly, listening to both sides of the story.
- Give children time to process what you are saying and think about what they would like to say.
- Model the behaviour you want when you deal with children and staff – promote positive relationships.
- Ensure conversations are private. Do not publicly shame a pupil in your comments or tone of voice. Avoid comments about how a child 'should' be able to behave at a particular age, remembering that our children are developing at different rates and have different windows of tolerance.
- Respect colleagues when they are dealing with a child. Discreetly ask if they need help through a signal, but do not interrupt or stand and join in.
- Recognise and accept secondary behaviours and do not follow children to repeat messages. Do not bite back. Do not take comments personally.
- Be aware of your own window of tolerance; if you are dysregulated when supporting a child, use your own strategies to self-regulate and move away to seek help if needed.
- Contribute to our corporate responsibility, where we all support each other beyond the classroom. i.e., spot & compliment children doing the right thing, even if they are not in your class. Add to our school culture.
- Have unconditional positive regard – greet children positively regardless of their behaviour the last time you saw them (“It’s great to see you” “I love your...” “We missed you yesterday”) Do not regularly refer to previous incidents of poor behaviour.