



## **Relationships and Behaviour Policy**

## Relationships and Behaviour Policy Statement

Black Firs Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy reinforces our core values: Generosity, Mastery, Independence, Belonging with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and pupils who attend. We encourage pupils to achieve in a learning environment where managing behaviour, through self-regulation, is promoted, and pupils are taught (and modelled) the skills to achieve this. We believe pupils will achieve their full potential in a stimulating and well-ordered school environment.

At Black Firs Primary School, we have three simple rules: 'Be Ready, Be Respectful and Be Safe'. These rules are applied to a variety of situations and are taught and modelled explicitly.

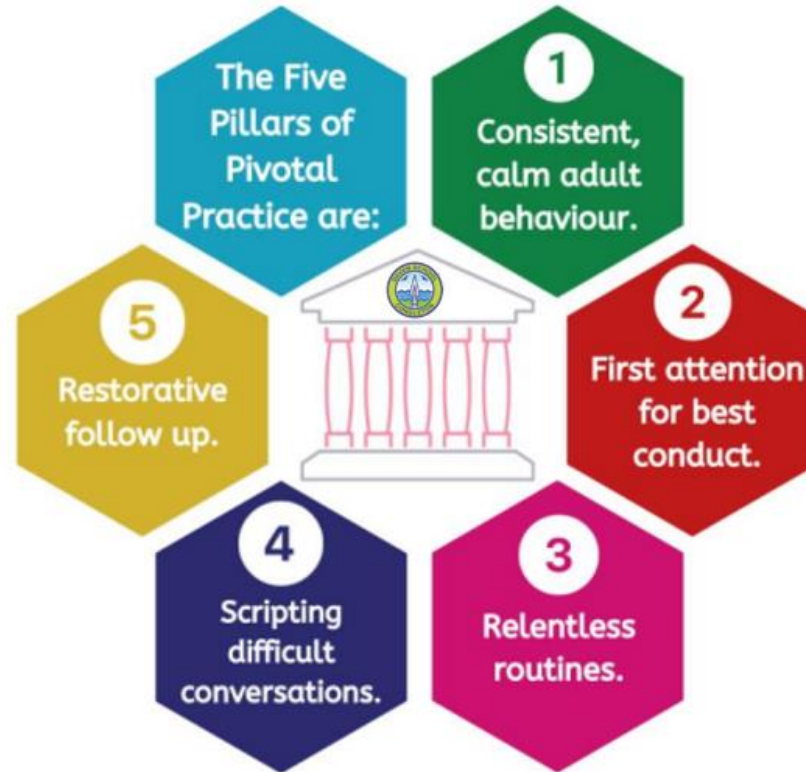


<b>Be ready</b>	<b>Be respectful</b>	<b>Be safe</b>
We are ready to learn; We arrive at school on time; We wear the correct uniform and PE kit; We have our equipment ready; We are ready to listen; We are ready to be curious and ask questions; We are ready to try our best.	We listen when others speak; We look after property belonging to the school and other people; We speak to people respectfully, using appropriate language; We respect that other people have different ideas, beliefs and backgrounds to our own; We respect that people may look different and have different needs to us; We try our best to be kind.	We travel to and from school safely; We move around school safely, walking on the left-hand side; We follow instructions to keep ourselves safe; We keep equipment safe; We stay safe online; We are brave to speak out when someone may be in danger.

Our aims:

- To provide an inclusive, safe, and positive environment in which pupils can learn;
- To create a culture of exceptionally good behavior, to empower our pupils to learn, thrive in the community and succeed in life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention for poor conduct
- To help learners take control their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure all pupils develop personal confidence and have a voice that will be listened to;
- To enable our pupils to develop personal resilience and understanding that difficulties can be overcome with the right solutions;
- To understand that often behaviour can be a form of communication which indicates an underlying need or difficulty. Indeed, poor behaviour can be an indicator of abuse, harm and/or neglect. In responding to the behaviour of pupils we aim to identify these needs so that appropriate provision can be planned and pupils can be equipped with the skills necessary to develop behaviour for learning;
- To praise and reward pupils who show respectful attitudes, high expectations, hard work, determination and achievement;
- To use restorative practice to put consequences in place for breaking the school rules;
- To provide individualised approaches to behaviour if and when required by pupils with more complex needs;
- To create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.

The strategies and approaches we use in cultivating high standards of behaviour at Black Firs Primary School are largely based on those of the 'Pivotal Approach' to behaviour management. This approach focuses on building strong relationships, restorative practice, use of clear and consistent steps/systems and the importance of consistency in adult behaviour when supporting children.



**Providing the best quality teaching and learning activities** is essential to ensure that pupils have the best possible chance of being engaged and succeeding in their skill development and knowledge building.

We aim to:

- Plan engaging and purposeful learning opportunities which build on basic skills in a systematic way;
- Incorporate explicit instruction in all lessons so children are provided with clear models, explanations and guided practice so that pupils are prepared for independent application;
- Manage cognitive load so that new content can be transferred into our pupils' long-term memory; therefore, we will model metacognitive and cognitive strategies so that pupils begin to plan, monitor and evaluate their own learning;
- Provide appropriate supportive tools and scaffolds for specific groups of learners so they can succeed in their learning;
- Use assessment for learning and flexible grouping to ensure children who need the most support receive it;
- Use technology in a variety of ways to ensure success to learning e.g. to share worked examples and to record learning.
- Provide a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Ensure that time is built into the weekly timetable for physical activities to release energy and prepare our children for learning.

### Roles and responsibilities

**At Black Firs Primary School, we recognise that consistent adult behaviour will lead to pupils to recognise and appreciate what respectful behaviour looks like, enabling them to learn and thrive.**

#### **Roles and responsibilities of staff**

- Meet and greet pupils at the door;
- Refer to the school rules of: be ready, be respectful, be safe;
- Model positive behaviours and build positive relationships;
- Maintain a calm and purposeful learning environment –
- Plan lessons that engage, challenge and meet the needs of all learners;
- Use positive recognition boards throughout every lesson;
- Never ignore or walk past learners who are behaving badly
- Actively build trust; adults should listen respectfully to the pupil and make a judgement about how/when to respond;
- Monitor the behaviour of all pupils in class and report any significant incidents or concerns using the CPOMS system;
- Monitor the impact of additional intervention and outside agency involvement on pupils in class and how it affects their readiness to learn;
- Where pupils have a significant level of social, emotional or mental health needs, staff will adhere to the guidance of any risk assessments or outside agency advice that is collated and shared by the SENCO and/or the safeguarding and learning mentor.

**All staff, volunteers and support staff are responsible for**

- Adhering to this policy, and ensuring pupils do too;
- Referring to the school rules of: be ready, be respectful, be safe;
- Modelling positive behaviours and building positive relationships;
- Providing a personalised approach to the specific behavioural needs of pupils;
- Passing on concerns about behaviour to the class teacher so that this can be recorded;
- Immersing themselves in play and supervising pupils carefully (if on playtime/lunchtime duties) and utilising senior leaders to support with the management of challenging behaviour.

**The Headteacher and senior leaders are responsible for:**

- Taking time to meet and greet pupils and parents at the start of the day;
- Being a visible presence around the school;
- Celebrating staff, leaders and learners whose effort goes above and beyond;
- Sharing expectations whole-school;
- Supporting staff in returning learners to learning;
- Encouraging the use of positive phone calls and notes;
- Monitoring the impact of this policy and review when required;
- Reporting on the effectiveness of this policy to Governors;
- Ensuring staff access appropriate training and/or coaching regularly;
- Regularly discussing behaviour as part of the weekly safeguarding review meetings;
- Monitoring any behaviour which may be causing concern across the school and take appropriate action to ensure that any impact on learning is minimised;
- Engaging with families through person centred planning approaches whereby the needs of the child are placed at the centre of all decisions made;
- Liaising with the safeguarding and learning mentor to ensure any outside agency involvement which may be appropriate in meeting additional needs are arranged;
- Monitoring pupil responses to this policy through the recording of significant incidents and analysing the impact on different groups of pupils to ensure that no specific group is disadvantaged.

**Pupils are responsible for:**

- Following the rules of the school
- Ensuring they let an adult know if they are concerned or worried about behaviour.

**Pupils want teachers and staff to:**

- Give them a 'fresh start' every session;
- Help them to learn and feel confident;
- Be just and fair.

**Parents are responsible for:**

- Supporting their child to follow the rules of the school;
- Modelling positive behaviour;
- Informing the school of any changes that may impact their child's behaviour;
- Supporting the school, when necessary, with the implementation of consequences and behaviour plans.

**The Governing Body is responsible for:**

- Monitoring the implementation and effectiveness of this policy;
- Scrutinising data presenting to the governing body regarding behaviour and safeguarding;
- Holding the Headteacher to account for the implementation of this policy;
- Ensure that the school complies with all equalities legislation;
- Handling complaints regarding this policy, as outlines in the school's Complaints Procedure Policy.

**Effective classroom management****Learning Policy Guidance for lessons (Quality First Teaching)**

Our school Learning Policy recognises that school leaders must create an environment which manages student behaviour, promoting and developing positive learning habits and ensuring focus from all students. They must do this so that teachers are supported in a single-minded focus on teaching great lessons, free from the distractions of disruptive behaviour. The school's Learning Policy states that teachers should ensure that students learn to manage their own behaviour, promoting and developing positive learning habits and ensuring focus from all students, including those who are easily distracted. Teachers have a responsibility to explicitly promote and develop learning behaviours such as self-direction, resilience, and self-control so that students can fulfil their true potential. At times students can be excitable, boisterous, and easily distracted. Teachers need to channel these behaviours, in part as a matter of safety, but principally to ensure that students and teachers are focused on the learning. This is best achieved by:

- Planning high quality routines and training students in these, including for independent learning
- Building a focused and productive and trauma responsive classroom culture
- Maintaining focus throughout the lesson

- Ensuring students and their parents/carers understand and can see the relationship between their choices about learning behaviour and their learning outcomes

<b><u>What</u></b>	<b><u>When</u></b>
Quality First Teaching  During the 'I do' phase of the lesson.	<p style="text-align: center;"><b><u>Economy of Language</u></b></p> <p>Clear instructions to students. Support this with a visual aid. Try something like MINT (Materials, In... groups, pairs etc, Noise Level, Time Limit)</p> <p style="text-align: center;"><b><u>Clear learning objectives</u></b></p> <p>Ambitious learning goals for all pupils. Do they all know where we are heading in today's lesson?</p> <p style="text-align: center;"><b><u>A worked model</u></b></p> <p>Showing students how to succeed at a task by modelling it step-by-step yourself.</p>
	<p style="text-align: center;"><b><u>Chunk and sequence</u></b></p> <p>Break-down knowledge into bite-sized chunks so that learners can access it efficiently, accelerating progress.</p>
During the 'We do' phase of the lesson.	<p style="text-align: center;"><b><u>Guided Instruction</u></b></p> <p>Orate the thinking process verbally and visually on the whiteboard or under the visualiser. Ask the students to suggest the next steps.</p> <p style="text-align: center;"><b><u>Backwards fading</u></b></p> <p>Showing students how to succeed at a task by asking them to complete selected steps of the model.</p>
During the 'You do' phase of the lesson	<p style="text-align: center;"><b><u>Scaffolding</u></b></p> <p>Guidance and structure to support students to meet the demands of the independent task.</p>
Checking for understanding (at any point in the lesson)	<p style="text-align: center;"><b><u>Cold-call</u></b></p> <p>Directed teacher questioning of a range of targeted students throughout the lesson.</p>

	<p style="text-align: center;"><b><u>Reject self report</u></b></p> <p>Carrying out whole-class assessment so that you know where all students are in their learning and can be responsive in your practice. This might be through the use of mini whiteboards, iPads or other means of collection.</p> <p style="text-align: center;"><b><u>Intentional Monitoring</u></b></p> <p>Circulate the room during lessons to check for engagement, progress and misconceptions. Use this information to be responsive and feedback to whole class, groups of students or individuals.</p>
Supporting Literacy (at any point in the lesson)	<p style="text-align: center;"><b><u>Teacher of literacy</u></b></p> <p>Explicitly teaching vocabulary and refining students' vocabulary, comprehension and oracy in all lessons.</p>

## Rewards

At Black Firs Primary School, we recognise and reward learners who go 'over and above' our standards. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a positive note home, a phone call or a face-to-face conversation. Children who demonstrate the three core rules will be acknowledged with achieving a Dojo points. Other rewards and recognition of achievement include, stickers, receiving star class of the week, Rights' Respector Award, Headteacher awards and certificates.

Each week, we hold a Celebration Assembly, where two children from each year group will be chosen for student of the week. The child will have consistently gone "over and above" in following our school rules (ready, respectful, safe) and/or school values (Generosity, Independence, Mastery, Belonging) during the week. These children are rewarded at the start of the assembly. During this assembly, children's achievements, outside the school are also celebrated. In Key Stage Assemblies we share the names of pupils who have been nominated for Kindness Awards by their peers or staff and these pupils have a 'kindness leaf' attached to our tree of Kindness in the school hall.

## Managing behaviour

We recognise that we do not always know what experiences a child has had prior to coming to school or during different parts of the school day. Therefore, it is extremely important that we are welcoming and positive and that the children feel that all staff are firm, fair and genuinely like them. When poor behaviour occurs, sanctions will be applied fairly and consistently and will be appropriate to the behaviour in terms of severity and duration. We use sanctions to help children learn that their actions have consequences and to deter further poor behaviour. These sanctions are based around restorative approaches. A restorative approach involves helping people to resolve conflict by sharing how they feel, listening, empathising with others and agreeing on what needs to be done to make things right. When pupils truly understand the consequences of their behaviour towards other children or adults, it helps them to make more sensible choices in the future. An example of a restorative script is at the end of this policy for use by staff.

Engagement with learning is always our primary aim at Black Firs Primary School. For the vast majority of our learners a gentle reminder is all that is needed. We praise the behaviour we want to see. Staff use specific descriptive praise when we see them making a good choice and link consequences to the choices they make, to help them make the best choice.

“I liked that you asked for a break when you needed it.”

“I noticed you were being a good friend by helping Sam.”

“Thank you for coming back to your work so quickly.”

## Classroom routines and curriculum

As part of our curriculum, we teach children about good behaviour and about respecting the rights of others. This is done through PSHE sessions, internet safety sessions, assemblies and in-class conversations (when particular issues arise).

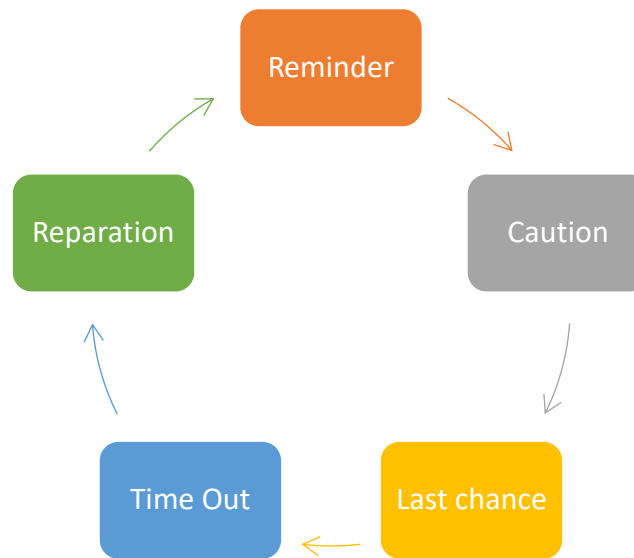
We encourage our teachers to reflect on what may be the underlying issues that drive or trigger certain behaviours in pupils, and to think about ways of responding to behaviour that challenge in a non-judgemental, non-shameful and supportive way. Rarely, the behaviour of children may escalate and become unsafe within a classroom. Children with this level of behaviour will require the involvement of other members of staff, who will coordinate an individualised response to behaviour through a behaviour contract. Persistent or severely unsafe behaviour may lead to implementation of exclusion procedures.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school-pupil agreement, **which requires pupils to:**

- Follow the school rules: ready, respectful, safe;
- Conduct themselves around the school premises in a safe and respectful manner;

- Follow instructions given by staff;
- Be respectful to all pupils and staff;
- Be respectful to the school environment;
- Complete classwork as requested;
- Report worrying behaviours.

Initially, it is the responsibility of the class teacher to apply fair, clear and consistent sanctions in the classroom. Staff will use this cycle to deal with undesirable behaviour:



Stage	Action	Possible Script
Reminder	A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.	“Do you remember what you’re supposed to be doing? Can you tell me what you should be doing now?”

Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.	<p>“Think carefully about your next step...”</p> <p>“I’ve noticed you are not following our rule of being... I need you to...I know you can do this; be the best you can be.”</p> <p>“Thank you for...”</p> <p>“stop, think, .....make the right choice”</p>
Last chance	Continue speaking to the learner privately, calmly with a gentle approach, side-on at eye level or lower – non-threatening. Give them a final reminder to engage and do the right thing in class. State the behaviour you need to see and clearly outline the consequences if they continue.	<ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At Daven Primary School, we... (refer to the 3 school rules – ready, respectful and safe)</li> <li>• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time).</li> </ul>
Time out	At this point, the learner will have time out in a designated class (within the phase), unless an individual behaviour plan specifies something different. Once in the receiving class, the child should work quietly and independently and, when the lesson has finished, they will return to their class. This needs to be recorded on CPOMs and a reflective conversation needs to take place upon returning.	“I’ve already given you your final reminder. You are still...I now need you to go...Please take your book/work with you.”
Reparation	At the next possible break/lunchtime, or as soon as possible afterwards a restorative conversation MUST take place with the class teacher and child or the two children concerned, using the restorative questions. (SLT can support where required).	<p>The aim is to repair and rebuild relationships using a range of restorative questions:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time? • What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>
Consequences	Consequences will never involve taking away a previously-earned reward.	

	<p>Where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.</p> <p>If a child is still unable to learn, as a result of poor conduct, following their last chance, they will be asked to work in another room for the remainder of the session. This must be recorded on CPOMS.</p> <p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection, a meeting with SLT and parents/carers will be arranged and a behavior contract (see appendix) will be put into place. This must be recorded on CPOMS.</p>
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A member of the SLT, or the safeguarding and learning mentor, may be called if:

- The learner refuses to engage with the above process.
- The behaviour is a serious breach of the school values.

Once the child is ready to discuss the incident, it is vital that the member of staff who first dealt with the incident carries out the reparatory conversation. Suitable cover for the class should be arranged for this to take place.

### **Lunch time**

If children are disrespectful to any adult during playtime or lunchtime, the above steps will be followed and the time out will take place with the staff member involved. If pupils do not take responsibility for their actions, a member of SLT or the safeguarding and learning mentor may be called for. This may result in some time out from the playground.

### **Serious incidents**

A serious breach is an incident that may lead to a fixed-term exclusion. Alternatives to exclusion, where appropriate, include community service (repairing the school environment) and payback (lost learning time).

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or senior leadership team.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- All forms of peer-on-peer abuse
- Physically harming a member of staff

## **Exclusions**

### **Fixed-Term Exclusions**

Black Firs Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential, they must feel safe from physical and verbal aggression, and disruption. If a child seriously breaches the school's behaviour policy, and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return. Exclusions from school will follow The Learning Partnership guidelines and we abide by the DfE guidance on this, reporting any exclusions routinely to Cheshire LA following local and national guidance.

### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

## **Restorative Practice**

Black Firs Primary School uses restorative practice and the Five Pillars of Pivotal Practice, to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a

situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

### **Positive Handling**

At Black Firs Primary School, we are committed to encouraging our pupils to make positive behaviour choices. We aim to avoid the need for physical intervention and regard this as necessary in only very few situations. However, on rare occasions, persistent negative behaviour may result in a situation that requires some form of physical intervention from adults in order to keep everyone safe. Reasonable force may be needed to prevent pupils from disrupting good order and discipline, injuring themselves or others or damaging property.

All members of staff have the legal right to use positive-handling techniques to prevent pupils from committing an offence, injuring themselves or others, damaging school property, and to maintain good order and discipline in the classroom.

Positive handling may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil;
- A pupil tries to, or does, cause damage or vandalises school property;
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects;
- A pupil is running on a corridor that might cause an accident or injury to themselves or others;
- A pupil leaves the classroom or school premises, at an unauthorised time – only where doing so may lead to risk of injury, property damage or serious disruption;
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit;
- A pupil is behaving in a way that is seriously compromising good order and discipline;
- A pupil persistently refuses to follow instructions to leave the classroom.

Positive handling will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The Headteacher and other authorised members of staff are permitted to use positive handling when conducting a search without consent for certain prohibited items.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil's parents will be contacted and it will be recorded on CPOMs,

A trauma-informed approach is used for all incidents and decisions for outcomes. Any violent or threatening behaviour that is not safe for staff and children, and where all other avenues have been investigated, it may result in a fixed-term exclusion. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion. When using positive handling, in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will follow the actions as outlined in any risk assessments, behaviour contracts or RAMPS.

### Informal Restorative Script

There are numerous situations in schools where a restorative response is possible, without recourse to full-blown mediation sessions, eg, a pupil miserably standing outside a classroom, a pupil upset in the playground, a pupil angrily reacting in class to a stimulus that the teacher has not seen, a colleague looking fed up in the staffroom.

In some of these contexts, use the following informal script to have a restorative conversation with the child:

- What's happened?
- Who has been affected?
- How did this make people feel?
- What should we do to put things right?
- How can we do things differently in the future?

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The opening acknowledgement of how the person may be feeling often acts as a key to unlocking communication at a time when (s)he might otherwise not be very communicative.

The brief interview is conducted in a calm manner with non-threatening body language and the use of open questions helps communicate that the person will be listened to.

As with formal mediation, the approach aims to facilitate reflection on actions, thoughts, feelings, needs and possibilities. The question about who else has been affected is intended to raise awareness that none of our actions takes place in a vacuum.

Sometimes you will want to have the same restorative conversation with more than one child.