



Behaviour and Relationships Policy

November 2021

INTRODUCTION

At Seven Stars Community Primary School we believe that children must learn how to behave positively within community and that healthy respectful relationships are a key to learning and to the future prosperity and well-being of all pupils.

This policy is supported by our Open Doors curriculum where Healthy Relationships (including self-respect) are part of living Healthy Lives in the context of respect for the World around us and supported by the development of emotionally aware Communication and Language.

Our ten school values are a foundation for all we do in supporting positive behaviour at Seven Stars school (these can be found on our school web-site)

AIMS

Our key aims are to:

- Develop positive behaviour for learning within a safe, happy and friendly learning environment.
- Help pupils develop strategies to manage, review and self-regulate their own behaviour.
- Create a calm and purposeful working atmosphere (where creativity, academic excellence and independent learning can thrive).
- Ensure all children and adults feel safe, secure and valued.
- Be clear, fair and consistent when addressing behaviour and relationship issues.
- Foster strong and healthy relationships amongst the whole school community.
- Develop within all pupils a motivation to do the right thing within a community that values and cares for all members of the community.

PRINCIPLES AND BELIEFS

Our key principles & beliefs are that:-

- The majority of children at Seven Stars school behave very well every-day but we all have things to learn about improving relationships and reflecting on our actions and words.
- Pupils who struggle with their behaviour can learn to self-regulate with support from others
- Improving the behaviour and relationships of all children is the responsibility of everyone in the school community working as a team
- Everyone must take responsibility for their own actions and behaviours
- Empathy and respect for others are crucial for healthy relationships (and these need to be taught and encouraged)
- All behaviour is communication and we must try to understand what is being communicated
- Children must be encouraged to make the right choice in every situation and every strategy explored to enable them to self-regulate their own behaviour
- Adults play a key role in demonstrating mutual respect and building positive relationships

Creating an environment for positive behaviour and healthy relationships

We are constantly reviewing our routines in school to ensure they best support our children in their behaviour and relationships. We have implemented a number of strategies to support our children including the following:

- ✓ Meet and greet at the door every day
- ✓ Celebrations of positive behaviour (see below)
- ✓ Breathing time (Anna Freud) after each lunchtime
- ✓ Calming music in classes where appropriate
- ✓ Quiet calm classrooms for focused learning and calm minds
- ✓ Sensory room or boxes/equipment for children who need support
- ✓ Emotion stations in some classes for helping children regulate
- ✓ Calming chairs for children who need a moment to regulate
- ✓ Growth Mind-set strategies taught to the children
- ✓ 'Let off steam' time / brain breaks for those who need to regulate
- ✓ Visual timetables for children who need clear now and next routines

(see further on for more specific interventions to support children)

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Developing a nurturing approach

The key to a nurturing approach is in building **trusting and healthy relationships**

- Get to know your children and show an interest in them (their interests, their family, their hopes and dreams, their fears and needs) through relationship building conversations which value and affirm the children:-
 - 1:1 time
 - playtimes/lunchtimes
 - 'news' times once a week e.g. Fridays or Mondays
 - sitting with the children at lunchtimes
 - circle times
- Affirm, encourage and praise every child (and group of children) as often as possible.
- Plan for shared and engaging activities linked to learning which will have 'getting to know you' time built into it (e.g. Hothersall Lodge residential in September for the Year 6 class).
- Praise children to others and ensure all conversations about children are positive, professional and polite
- Talk in a positive way to parents/carers about their children (and find out more information about the child) – seven positives to one 'negative'
- Listen to the children (not just their words but also their actions) and be aware that 'all behaviour is communication'
- Nurture (rather than 'force'/'coerce') children into self-regulating their behaviour
- Our Values and Open Doors curriculum are key to developing a nurturing community
- We will put into place structures and systems to support and nurture children who struggle with their behaviour understanding it can take a while before some children start to learn healthy social responses or how to regulate their emotions or make more appropriate decisions

Making expectations clear

- Each class will discuss and devise a class charter (agreed expectations for behaviour and routines in class) in September for display in class
- Weekly assemblies will emphasise expectations linked to our key values *e.g.* resilience, respect, tolerance, empathy and honesty as well as making specific expectations clear such as good table manners, walking in the corridor, caring for younger children
- Lessons in class (including circle times) will emphasise expectations for the lesson and behaviours (agreed by the children and staff)
- When agreed expectations are not kept to then the child will be reminded of the expectations (and the reasons for them and consequences for not keeping them)

Celebration of positive behaviour and healthy relationships

Whilst we acknowledge that children need to develop intrinsic motivation to behave well we nonetheless believe that celebration of good behaviour is crucial to create a positive ethos in school. Rewards have a motivational role and these should take the following forms:-

- Positive Planets is our class-based system for rewarding positive behaviour and effort in learning (see appendix)
- A weekly celebration assembly (Friday mornings) at which Star Awards are given often linked to a whole school focus and Positive Points winners for those who have got the most points on the class-based Positive Planets and VIPs (Values Inspired People) during this year in our bid to help the children keep focused on being fit in body and mind.
- Half-termly Shining Star awards (one 'role-model' child from each class whose behaviour has been exemplary) including a certificate and a letter (which goes home to parents)
- We also have a Star of the Year award in July for the child/children who have gone above and beyond all year
- Effort stickers (individual class rewards) are used for good effort in work, excellent attitude and good behaviour (House-points are being re-instated in the Summer term)
- Verbal praise (describing the specific good behaviour) is the main and most common 'reward' for good effort, behaviour & relationships (encouraging intrinsic rather than extrinsic motivation) – this can be publicly given (class or whole school) or privately (affirmation) or to parents at the end of each day or week. For some children this will

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be a more formal meeting at the end of the week at which pupil and parents listen to the unqualified positive praise of teaching staff (describing specific behaviour which may have been recorded in a praise journal). Some children have a 'Wow' book which can be returned to in order to remind them of the good behaviour they have demonstrated.

- Class based reward systems devised for individual cohorts by teachers, support staff and pupils are also used (e.g. marble/token collection; stars for swimming; praise post-cards).
- Class Dojo is also used as a platform to send positive messages home to parents/carers about individual pupil's specific achievements and classes also use Class Dojo to record 'points' so parents/carers are aware

DISRUPTIVE BEHAVIOUR

Lesson time

- Disruptive behaviour will be dealt with quickly and as quietly as possible without a significant loss of pace to learning for the rest of the class.
- Various strategies will be used to re-engage the child in learning.

These will include:-

- proximity praise;
- language of choice;
- appealing to better nature;
- reminder of positive rewards for right choices;
- reminder of consequences for wrong choices;
- immediate praise for smallest of right choices/responses;
- reassurance and recognition of need for support if necessary;
- distraction;
- humour if appropriate;
- quiet word rather than public shame;
- tactical ignoring if appropriate;
- body language such as standing nearer the child or just a look;
- silence until appropriate behaviour is restored

all of these strategies are just examples and any strategy used is at the professional skill and judgement of the teacher and support staff (sometimes in consultation with each other).

- Staff will remain calm, reasonable, consistent and professional at all times (no shouting – a quiet voice has more effect – although voice dynamics are useful: stern, clear, concise and precise as necessary).
- If the above behaviour management strategies have been used but the pupil is still being disruptive to the learning of others they will be asked to leave the room for a

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time until they are in a right frame of mind OR go to a partner class for a time to reflect (for no longer than 5 minutes due to the escalation of problems if they miss too much learning time)

- If they refuse to leave the classroom, continue to act in a highly disruptive way to the learning of others or escalate their negative behaviours then the class staff team will send for a member of SLT or mentor by phone call or email message (in rare cases where the pupil is being so disruptive they are endangering others the whole class will be removed and child supervised by a member of staff in the room while awaiting arrival of SLT / Mentor) – the child will then be persuaded to leave the room to a safer place in school by the Mentor or SLT. If they still refuse to leave then SLT will decide if physical removal is necessary and if so then protocols must be followed, minimal physical contact used and a record made after the event (as well as reassurance for the child and report to parents)
- When a child is removed from a class there will be a reflection sheet (appropriate to the age of the child and may require verbal support e.g. if a social story approach is being used) for them to complete away from the class (once they have regulated and when they are ready to engage) – there may also be low-threat consolidation work for them to do (depending on the situation)
- It might be that the child will need support in regulating their emotions and this will be achieved using various strategies (relevant to age of child) by the Mentor or Senior Leader. It could include:
 - Distraction
 - 'no adult words' sitting in silence supervised or listening to quiet music
 - Calming walk
 - Sensory activity (e.g. malleable, poppers, weighted blanket)
 - Easy activity that is not a 'treat' but a 'tool' for calming (but do not make the removal from class a preferred option for the child in the future)
 - Talking calmly until they are in a place to re-engage
- If the child who has spent time with SLT / Mentor calms enough, in the judgement of the professional, to re-engage with learning in class without disruption to others (**and this is the first incident in the day**) then the following process will take place:
 - a) Expectations will be made clear to the child (and what will happen if there is a reoccurrence of the behaviour)
 - b) The SLT / mentor will communicate with the class staff / teacher that the child is ready and willing to re-engage with learning and ask if they are ready for the child to return
 - c) If the class staff are ready for the child to return there will, ideally, be an opportunity for a restorative conversation with the teacher / TA who the child was disruptive for (this may have to happen at a playtime or the end of the day depending on when the incident took place)
 - d) If the class staff are not ready for the child to return just yet the child must accept that, be helped to understand why (e.g. others in the class may be upset and

- worried by what happened, emotions may be too high, there needs to be a longer space) and continue to work with SLT
- e) When the child returns to class the class team need to show the child that they want him/her in the class (this is not excusing the behaviour that has been displayed since that is NOT wanted) by a calm welcome back and moving on
- A behaviour monitoring sheet will be completed daily and handed to the Behaviour Lead at the end of the week for analysis and discussion with SLT and mentors in order to:
 - a) Identify patterns of behaviour/incidents
 - b) Identify where support needs to be targeted
 - c) Regularly review strategies being used and where support needs to be provided

 - Other agencies will be called on to support teachers who have children displaying inappropriate behaviours which are not being changed by school strategies or procedures. Examples of agencies and external support are:
 - Golden Hill (PRU) outreach service
 - Applied Psychology service
 - Early Help / Children and Family Well-being
 - CAMHs
 - Team Around the School and Setting (Local Authority multi-agency group)
 - Inclusion Hubs (local school network of support for behaviour challenges in school)
 - Local Authority Inclusion Engagement team (for pupils with EHCP)
 - Police early help support and PCSOs

Low Level Behaviours

Any consequence should, wherever possible, be carried out by the staff member affected by or dealing with the situation initially because:

- a) It is an opportunity for the restorative conversation to take place with the right person

- b) The initial staff member knows the full extent and details of the situation (so can talk to the child about it with knowledge)

- c) If another member of staff supervises the consequence it can undermine the authority of the initial staff member in the eyes of the child

Possible consequences for disruptive behaviours:

- a) Keep the child back last when it is playtime to talk to them about the class expectations (hence they will be last out to play)

- b) Keep the child back for longer at playtime or lunchtime to complete work or do a consolidation activity

- c) Consider a consequence that does not disrupt learning opportunities but has meaning for the child
- d) Inform parent/carer by (depending on the situation):
 - Teacher message on Class Dojo
 - Phone call by teacher e.g. at the end of the day
 - Phone call by SLT/Mentor middle of the day
 - Letter home to parent/carer
 - Meeting with parent/carer

Disruptive behaviour at lunchtimes (*see new OPAL play policy to be instigated soon*)

- If an incident occurs at lunchtime it will be dealt with by those on duty (mid-day supervisors, Mentors, TAs and SLT) using various strategies (e.g. distraction, praise for good behaviour, reminders of possible consequences, encouragement to behave well i.e. appealing to their better nature, etc)
- If these strategies do not work and the behaviour deteriorates then the SLT member on duty will be informed. The SLT member will investigate, talk to the child (using the restorative question: 'what happened'), decide on responses/consequences which will likely be removal from the playground to calm. The class teacher will be informed of what has happened so they are aware of issues that may impact on learning and address any issues at a circle time.
- The mid-day supervisor will be told what action has been taken. If it is a serious incident then it will be treated as such. A restorative conversation may need to take place.
- All the above will be recorded on CPOMs with actions added

SERIOUS INCIDENTS

- when children are reacting emotionally and potentially dangerously then short, precise, clear, repeated commands will be used (rather than trying to reason or engaging in conversation)
- Unwanted behaviour must be dealt with according to the context and the child but must be dealt with clearly, fairly and consistently.
- Children will not be 'punished' for unwanted behaviour but must accept reasonable, proportionate and significant/meaningful consequence for their behaviour so they understand the seriousness of their actions and acknowledge the negative impact on others.
- It must be a consequence that they will not want to repeat and must be consistently applied (so similar behaviours by others have consequences of similar significance and proportion) and will escalate in significance if behaviours are repeated and further consequences are necessary.

- It may be necessary for some children to occasionally work away from their class base e.g. in another class or at a table with support, if they are being very disruptive to learning and need time-out away from the class

RECORDING OF INCIDENTS

Any significant incidents of challenging, disruptive or persistently negative behaviours should be recorded so we can identify patterns of behaviour and target support.

These records will be used to support evidence for other agencies if additional support is needed and they will support an 'Assess, Plan, Do, Review' approach

Incidents should be recorded using:

- CPOMs (bullet points and keep it professional – wait until you are calm enough to be professional and objective, This is a public document that could be made available to all agencies and to parents so it must be accurate, clear and fair – include significant positive strategies that worked as this will help to identify what works)
- The Behaviour monitoring sheet - goes to the Behaviour Lead at the end of the week (this will provide a whole school overview and once again support identifying patterns of need)
- If the child has one then ensure the IBP (Individual Behaviour Plan) is updated regularly (at least at the same time as the termly TLP and added to Teams in the SEN channel) and revised in the light of incidents (include strategies that have worked)
- If the child has an ABC grid then make sure that is updated (again so we can identify patterns of negative behaviours and progress, negative or positive, of child's responses and strategies used by adults) and sent to Mrs Wright (Family Support Manager) for scanning and adding to CPOMs as part of our record of actions

RESTORATIVE APPROACHES

Restorative approaches are based on four key features:-

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY – for your own actions

REPAIR – identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION – working through a structured, supportive process that aims to solve the problem within the school community

Why use restorative approaches?

Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

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Restorative approaches can:

- manage the varied expectations of behaviour standards which exist among all school staff
- help develop a whole school positive ethos
- encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships, or terminates them in a positive way
- support any necessary sanctions by processes of learning and reconciliation.

How can restorative approaches be used?

Restorative approaches can be used at different levels in school:

- as preventative - to promote positive relationships within the whole school community
- as responsive - and repairing when difficulties arise
- as part of support and intervention for more long-term and persistent difficulties.

The approach involves including the 'wrongdoer' in finding a solution to the problem. Instead of asking 'Who's to blame and how are we going to punish them?', the focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'Who has been affected and how?' and **'How can we put it right and learn from this experience?'**

How do we use restorative approaches to improve the behaviour and relational skills of our children?

The restorative approach is based around key questions and listening before deciding on responses

Do not pre-judge any situation (even if you think you know and even if you've seen some of the incident yourself) .

The key questions are:-

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Format:-

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Keep confidentiality
- If the pupil/s do not follow these rules or are still/become angry with no sign of calming down then stop the mediation.

If incidents are sustained or reoccur then a restorative conference may need to take place with all the appropriate affected people.

Low Level Behaviours

Any consequence should, wherever possible, be carried out by the staff member affected by or dealing with the situation initially because:

- d) It is an opportunity for the restorative conversation to take place with the right person
- e) The initial staff member knows the full extent and details of the situation (so can talk to the child about it with knowledge)
- f) If another member of staff supervises the consequence it can undermine the authority of the initial staff member in the eyes of the child

Possible consequences for disruptive behaviours:

- e) Keep the child back last when it is playtime to talk to them about the class expectations (hence they will be last out to play)

- f) Keep the child back for longer at playtime or lunchtime to complete work or do a consolidation activity
- g) Consider a consequence that does not disrupt learning opportunities but has meaning for the child
- h) Inform parent/carer by (depending on the situation):
 - Teacher message on Class Dojo
 - Phone call by teacher e.g. at the end of the day
 - Phone call by SLT/Mentor middle of the day
 - Letter home to parent/carer
 - Meeting with parent/carer

PARENTS - Working with parents/carers

Not every small incident needs to be reported to parents/carers (professionals will make a judgement about significance) since they can be managed using school/class-based systems, however parents/carers do need to be made aware of significant or persistent behaviour issues.

Behaviour changes are best achieved when school and parents/carers work as partners together in a supportive way.

Good relationships with parents is crucial to ensure positive relationships with children.

Any discussions regarding inappropriate behaviour should be in private out of the hearing of other parents.

Key principles for working with parents/carers:

- a) Be positive about the child even when delivering difficult messages (it can be tough hearing negative things about your child and parents need to know we still value their child and believe there is a way ahead)
- b) Be specific about what has happened and how it has been dealt with
- c) Be clear about how we have ensured fairness and consistency in the situation (e.g. if other children were involved that they too are being dealt with or that any consequence is what usually happens)
- d) Listen to the view of the parent/carer (maybe there is something happening at home that could be affecting behaviour that we are unaware of and could shape our approach)

- e) Discuss with the parent/carer possible ways forward (and signpost to support e.g. with the Family Support Manager or Inclusion Mentor if that is appropriate)
- f) Keep in touch with the parent/carer over the next few days in an agreed way e.g. chat at the end of the day, Class Dojo, home/school diary remembering to comment on positive progress made or alert to worsening behaviours – regular meetings may be needed
- g) Positive praise meetings with parents are a powerful strategy for those children who struggle with their attitude, behaviour and relationships.
- h) Any support from outside agencies will need consent (e.g. EP, Golden Hill)

It is the class teacher who should be the first contact person with the parent/carer (this reinforces the authority of the teacher in the eyes of the child but if SLT/Mentor are the ones contacting parents it could undermine that authority in the eyes of the child)

However, SLT/Mentors may become involved at the request of the teacher or in the judgement of SLT for more significant or persistent negative behaviours, escalating eventually to the Head teacher at which point more formal meetings and Individual Behaviour Plans are necessary.

APPENDIX A

STRATEGIES for supporting children struggling with their behaviours and relationships:

Whilst consistency is always key, different children will respond to different strategies and interventions.

Process for intervention and support:

- a) A child has been identified with persistent or significant challenges around behaviour and relationships (often resulting in disruption to the learning of others) via the systems mentioned above
- b) The teacher will discuss with a member of SLT / Behaviour Lead / Mentor a need to a strategy meeting
- c) The strategy meeting will take place at the next earliest opportunity and involve as many relevant people as possible who could support in the situation
- d) At the strategy meeting:
 - o Clarify the problem (this may be messy at first unpicking all the pieces) using:
 - verbal accounts and observations of what has happened
 - CPOMs/IBPs/ABCs and other records
 - discussions of anything known about the child's context that may be relevant
 - o Discuss possible 'triggers'
 - o Discuss what strategies have been used so far and what has/has not worked
 - o Consider longer term aim and possible strategy (including revision of or creation of IBP with clear scripts, routines, strategies and goals)
 - o Consider immediate next step (e.g. consequence with support)
 - o Consider if other outside support is needed (e.g. EP; Golden Hill; Police) and who will arrange that support
 - o Arrange meeting with parent/carer (update plans following the meeting)
- e) A 'vulnerability grid' will be completed for children whose behaviours have escalated or are persistently significantly challenging (this grid will provide context and ensure we are targeting the right and all needs)
- f) For any behaviours which pose a safeguarding risk to the pupil or others then a pupil specific Enhanced Risk Assessment will be completed
- g) Initial support strategies could be:
 - o Drawing & Talking therapy
 - o Regular brain breaks at timetabled parts of the day or when 'bubbling'
 - o Lego Therapy
 - o Daily and regular 'check-ins' by part of key team (mentor; SLT) – also consider using an older child for a younger child for peer affirmation if that works
 - o Social skills work
 - o Key worker/mentor support at transitions / playtimes
 - o Wow book for recording positive progress (that can then be referred to re-forming self-identity in a more positive way and getting attention for the right things)
 - o Regulation strategies e.g. sensory room time, sensory box/equipment, system for pupil to alert staff they are struggling, emotion station, calming place
- h) Strategies will need to be reviewed regularly (at least weekly) – be aware pupils may at first 'kick against' some strategies initially but persist

APPENDIX B

EXCLUSION of pupils

Exclusion is an extreme sanction and is only administered by the Headteacher (in consultation with the Senior Leadership Team).

Exclusion, whether fixed term or permanent, is never an ideal situation but may be necessary to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.

The decision to exclude a pupil will be taken in the following circumstances:-

- a) In response to a serious breach of the School's Behaviour and Relationships policy
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is a sanction which may be considered for any of the following (once in-school systems have been exhausted):-

- Continuing or escalating verbal abuse and intimidation to staff and pupils affecting the welfare of others in the school
- Deliberate and significant physical abuse of staff or other pupils
- Indecent and highly inappropriate behaviour shown towards others
- Continuing, escalating and serious damage to school property
- Serious actual or threatened violence against another pupil or member of staff without the sign of de-escalation or immediate resolution
- Unacceptable and significant behaviour affecting the learning and welfare of others, which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Exclusion will not automatically happen as a result of the above and will only be considered in consultation and once all other possible strategies have been exhausted. The final decision for exclusion will be made by the Headteacher.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned.

Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:-

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the various policies involved
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, exclusion will be the outcome.

Exclusion procedure:-

- Most exclusions are of a fixed term nature and are of short duration (usually between 1 and 3 days).
- It is expected that whilst a child is on a fixed-term exclusion plans will be discussed about successful re-integration
- The Headteacher is not allowed to exclude a pupil for a fixed period exceeding 45 school days in any one year.
- Governors review all permanent exclusions and fixed term exclusions that are over 15 days at a Governor Pupil Disciplinary meeting attended by three untainted governors, the Head teacher, parents/carers and any other support or witnesses necessary to the meeting.
- Following exclusions parents are contacted immediately where possible. A letter will be sent by post or given to the parents at the meeting after school giving details of the exclusion and the date the exclusion ends. Parents can make representations to the Governing Body and the LEA.
- A return to school meeting will be held with the child and parent/carer following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate. This may involve a Pastoral Support Plan.
- During the fixed term exclusion the pupil is not allowed on the school premises and daytime supervision is the responsibility of the parents. Work will be provided for the child to complete at home usually via Class Dojo
- In exceptional circumstances it may be considered appropriate for a part-time return to school building up to full-time attendance if this means a more successful reintegration and change in behaviour for the benefit of the child. This would be agreed by governors, Senior Leaders and parent/carers in the interests of the child and the school community but will be a short-term arrangement (with a clear timeline in place) and work will be provided for the periods of time the child is not in school

Permanent exclusion

Will only be considered as a final, formal step in a concerted process for dealing with severe disciplinary offences following the use of a wide range of other strategies, which have been used without success.

Permanent exclusion procedures (following Local Authority protocols) will be followed strictly and there will be rights of appeal and the Head teacher will need to make a clear case to Governors, parents and the Local Authority what the reasons are for the decision to permanently exclude.

SPECIAL EDUCATIONAL NEEDS

We recognise that children have Special Needs in terms of behaviour and that they need to be identified and Individual Behaviour Plans formulated. This information will be shared amongst staff so that a consistent approach can be used.

USE OF CONTROL AND PHYSICAL INTERVENTION

(See also: Care and Control Policy)

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be reasonably regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

If physical intervention is necessary then it should be done with another member of staff present and assisting to ensure the well-being of staff and pupil, and so there is a trustworthy observer who ensures everything is done appropriately. A record must be made of that intervention on CPOMs (as soon as possible)

VULNERABLE PUPIL strategy meetings

Members of the Senior Leadership Team and mentors will meet at least once every half-term to discuss pupils who are vulnerable to exclusion or to other risk factors.

The purpose of the meeting at Senior Leader level is to:

- Identify where there may be whole school issues re: behaviour and relationships
- Identify specific pupils who are disrupting learning in school and review strategies and interventions to ensure all paths are being explored, procedures implemented and progress made (and if not what we can do about it)
- Ensure staff well-being is being prioritised and staff are being supported when dealing with challenging pupils
- Allocate clear next steps for action to support pupils across the school
- Identify any whole school strategies or initiatives to help with behaviour and relationships

EYFS

Most of the above procedures are relevant for our Foundation Stage although due to the age and phase of the children there will be more appropriate means for them to learn how to self-regulate their behaviour.

Personal Social and Emotional Development (PSED) and Communication and Language (C&L) are key areas in our Early Years curriculum and our skilled staff ensure that all children learn to act and react in an increasingly socially acceptable way.

Early Intervention is crucial so our EYFS team will ensure that any child in Nursery or Reception displaying challenging behaviours and inappropriate social skills who are not responding to usual teaching and learning strategies will be flagged up to the Senior Leaders and SENCo at the earliest opportunity for support and meetings with parents/carers in order to put a plan into place before behaviours become habits that the child cannot break.

STAFF SUPPORT

Dealing with highly challenging behaviours can be very difficult for all staff and often upsetting.

Staff are supported by:

- Opportunities to talk to members of the Senior Leadership Team for:
 - o Clarity on plans moving forward (including support and consequences)
 - o Reassurance
 - o Co-production of plans and strategies (reviewing previous plans)
- Occasional supervision and conversations with external support (e.g. Applied Psychology EP; Supervision support)
- A reduced timetable or internal exclusion in extreme situations for highly challenging pupils (as part of a plan) so class and staff can re-establish the well-being and routines of the rest of the class
- Restorative conversations (see above) so the staff are able to express how they have felt and been apologised to by the child who has upset them

Finally






Effective implementation of this policy is crucial for the effective learning and well-being of all members of the school community.

The policy will be shared with professionals both within Seven Stars Primary School and those agencies trusted by the school (such as Golden Hill and Educational Psychology Services).

This policy will be reviewed on a regular basis, shared through the school web-site and developed through discussion with the school's parent, staff and governor's behaviour forum as well as at staff training sessions on an annual basis.

Date of next formal review – November 2022

POSITIVE PLANETS POINTS SYSTEM

	5	<p>1) Every child is on earth when they come in each day and therefore automatically get 1 point for attending (if they are not in they move off earth and their names are at one side – this means they get a point for every day they attend which will motivate attendance and we can see, for health & safety/fire drill purposes, who is not in immediately)</p> <p>2) Children who display excellent EFFORT in behaviour and work FOR THEM (not in comparison to others) move up a point at the discretion of the class teacher (the teacher might move up a whole table, most of the class, just one child) – teachers use their discretion & professional judgement</p>
	4	<p>3) Children will NOT move down once they have earned the point (so those who achieved a point in the morning but had a bad afternoon will not lose their morning points)</p>
	3	<p>4) The top planet should be the highest possible effort and will be exceptional</p> <p>5) At the end of the day points are recorded and the sheet will be collected at the end of the week so the Senior Leaders in the school can monitor behaviour</p>
	2	<p>6) It is the teacher in charge of the class who will make the decisions about who is given points (in communication with Teaching Assistants)</p>
	1	<p>7) Those with the most points at the end of the week receive a 'Positive Planets' certificate</p>
Not in	0	<p>8) Some classes have instigated a whole class rocket that is moved up over the week each time the whole class have a day of positive attitude and effort (this is up to the teacher if they think it is useful for them to do)</p>

APPENDIX D

OPEN DOORS CURRICULUM (how it supports and is supported by our Behaviour and Relationships Policy)	
Door 1 Key Skills	<p>Developing proficiency and confidence in key skills supports children in their behaviour (conversely lack of proficiency and confidence in key skills can increase behaviour challenges through learner anxiety, low self-esteem and inability to access learning, especially in older pupils)</p> <p>Research has shown that interacting with story, narrative, poetry, plays can all develop children’s empathy which is key for strong positive relationships.</p>
Door 2 The World	<p>Understanding other people and appreciation of equality, diversity and human rights enables pupils to show respect for others and promotes awareness in the pupils of their responsibility for the well-being of others</p>
Door 3 Healthy Lives	<p>Understanding the skills for good relational health (on-line and off-line) is key to positive behaviour</p> <p>Understanding how to achieve good mental, emotional, and moral health all have an impact on positive behaviour.</p>
Door 4 Creativity	<p>Being able to express themselves creatively can help children to self-regulate and communicate difficult emotions in a more positive way.</p> <p>Artistic expression is therapeutic and supports with mental well-being and self-regulation.</p> <p>Creative thinking enables pupils to ‘problem-solve’ conflicts and challenges in a more positive way.</p>
Door 5 Communication & Language	<p>The development of social and emotional language skills is key to good relationships and expressing challenging emotions.</p> <p>Active listening is a key skill in good relationship building</p> <p>Increasing vocabulary and reducing word gaps supports good behaviour by giving increased tools for pupils to express themselves without frustration.</p>