



# Behaviour and Relationships Policy

February 2020

## INTRODUCTION

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

## 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 an intrinsic 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
- 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.

## **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.

### **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.

Consequences will be appropriate and will be chosen and agreed between all participants involved. (Consequences should not be associated with a curriculum area e.g. writing lines, reading, times tables)

## 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:-

- A weekly celebration assembly (Friday mornings) at which Star and Wow Awards are given, Lunchtime certificates are given out and special achievements are acknowledged by all. Star Awards are linked to a whole school focus (e.g. reading, spellings, handwriting, resilience) and Wow Awards are for anything amazing the staff in school have noticed that week (e.g. curriculum-linked achievements, behaviour, attitude, politeness).
- A Lunchtime Golden Book is written in by any member of the Senior Management Team when exceptionally good behaviour and manners are noticed at lunchtime – this is read out at the start of the Golden Time on a Friday afternoon (and earns 10 house-points and a HT sticker).
- Half-termly Shining Star awards (one 'role-model' child from each class whose behaviour is exemplary) including a party, certificate and a letter (which goes home to parents). Shining stars are also invited to an end of event (e.g. ten pin bowling, cinema or special event in school) and their photos are displayed prominently in a whole-school display.
- Silver and Golden stars at the top of the traffic light system. Silver = above average effort in behaviour and work (2 points towards Golden Time); Gold = exceptional effort in behaviour and work (3 points towards Golden Time) staying on Green by the end of the day = 1 point towards Golden time (Green is for behaviour and work that we would expect). Children with the most points get to choose first which Golden Time activity they will go to (see below for the 'sanctions' element of the traffic lights)
- Effort stickers (individual class rewards) and House-points (team class awards) are used for good effort in work, excellent attitude and good behaviour.
- 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 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).
- Class based reward systems devised for individual cohorts by teachers, support staff and pupils (e.g. marble/token collection; stars for swimming; praise post-cards).
- Occasional 'praise texts' sent home to individual pupil's parents for specific achievements

## 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
  - curriculum sessions which allow for conversation (e.g. Art/DT)
  - unstructured times such as 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 coerce children into self-regulating their behaviour
- Our Values curriculum (with linked assemblies) is key to developing a nurturing community

## **Making expectations clear**

- Each class will discuss and devise a class charter (agreed expectations for behaviour and routines in class) in September
- Weekly assemblies (Tuesday afternoons) 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
- When expectations are not met then the child will have the expectations (and the reasons for them and consequences for not keeping them) explained 1:1 and made clear

## **DISRUPTIVE BEHAVIOUR**

### **Lesson time**

- Disruptive behaviour will be dealt with quickly and effectively 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).

- If the above behaviour management strategies have been used and the child has received a clear warning but is still being disruptive they will move their name 'down' on the traffic lights to amber (or the colour below where their name is) e.g. if they are on silver they will move back to green. They will be told what they need to do to get back 'up' the traffic lights.
- If the disruptive behaviour persists they will move their name 'down' to the next colour with red being the bottom of the traffic lights (which means 5 minutes off Golden Time at the end of the week if they are still on red by the end of the day) – they have opportunity to move back up the traffic lights to green and even to silver or gold if they make a remarkable turn-round.
- If the traffic lights have been exhausted and there is further disruption the child will be sent to a time-out in the partner class or another appropriate setting and this will mean the child will miss 10 minutes of their Golden Time (any refusal at any stage will escalate consequences and will result in the Senior Leadership Team or Inclusion or Support Mentors being involved)
- Any disruption in time-out will mean a member of the Senior Leadership Team or Inclusion or Support Mentor will talk to the child discussing their behaviour and possible consequences outlined to them. This may also lead to discussions with parents regarding a step procedure (see later). There may often be an immediate consequence such as loss of privilege or playtime in order to catch up on work.
- On re-entry to the classroom from a time-out a teaching assistant, if available, will re-integrate the child quickly back into the lesson.
- Any time-outs, and the colour the child finishes the traffic light on at the end of the day, will be recorded on the traffic lights monitoring sheets daily and this will be given every Friday to the Administrative Assistant who will keep the sheet for each class in a folder in the office. The administrative assistant will record the traffic lights on a table which will then be monitored on a regular basis by the Behaviour Support Team at their weekly meeting.
- A regular class circle time should provide opportunities to discuss issues, celebrate good behaviour and discuss improvements (this will occur as frequently as the class teacher believes is helpful for their cohort and often after playtimes or when issues arise).
- 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 (e.g. Golden Hill outreach service, Acorn Psychology service, School counselling service, IDSS)
- If a child in class is being dangerous in any way then the class teacher must use their professional judgement in deciding what to do and may decide to evacuate the class and take the rest of the class to another location whilst a senior member of staff and/or Inclusion mentor tries to de-escalate the situation.

## **Lunch time**

- If an incident occurs at lunchtime it will be dealt with by those on duty (mid-day supervisors, TAs and SMT) 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). Mid-day supervisors cannot move children's names on the traffic lights. Only class teachers and SMT are able to move children's names.
- If these strategies do not work and the behaviour deteriorates then the SMT member on duty will be informed. The SMT member will investigate, talk to the child (using the restorative question: 'what happened'), decide on responses/consequences, enter name of child in blue book by CD player (as a record to be monitored at the weekly Behaviour Monitoring meeting). 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.

## **Golden Time**

- Golden Time is intended to be a fun end of week whole school session in which children have opportunity to work alongside children and adults from other year groups participating in a variety of additional learning opportunities.
- Golden Time will take place each week on a Friday between 2:30 and 3:15 and will include the whole school
- There will be a choice of approximately 10 weekly activities that are motivating and appealing to the children (Year 1s to Year 6)
- All children will take part in Golden Time activities (some children will miss some of Golden Time if they are in 'payback' with the HT/SMT/Inclusion mentor linked to the traffic lights system)
- Any child who behaves inappropriately during the Golden Time activities will be sent to Leo class for 'Time Out' where Mr Mitchell/SLT/Inclusion Mentor will be supervising.



## 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

### **Step Procedure** (see Steps Grid appendix)

When serious incidents occur then children will be put onto a 'Step'

This is not a punishment model but a way of identifying problematic behaviour issues that need to be dealt with. It alerts staff, senior management, parents and the child themselves that the behaviour is causing serious concern and that we need to put support/actions into place before it escalates.

There are consequences that accompany being on a 'Step' as a way of emphasising the seriousness of the behaviour. Every child on a 'Step' is monitored in class and their behaviour reviewed at the end of the period.

Outline of Steps procedure:

- When a serious incident (see Steps grid for what is considered a serious incident) occurs HT/DH/SLT will investigate through conversations with the pupil, staff and pupil witnesses
- The child will be spoken to and a decision made in liaison with the class teacher whether the incident warrants a Step
- The stage of the Step will be decided on according to the Step grid e.g. physical aggression would be an automatic Step 3 whilst persistent low level disruption would be Step 1 (see Step Grid appendix) and the child informed they are on a step and why

- The incident will be recorded by the staff member who mainly witnessed or dealt with the main part of the situation on Toot Toot (other members can add notes to the incident on Toot Toot) – this is important so we have a record of incidents and can identify patterns of behaviour
- Any child on a Step 4 or 5 will be automatically put onto a Report Card which is a way of monitoring behaviour throughout the week
- Parents of the child must be communicated with immediately by the class teacher or a member of the SLT at the end of the school day or by phone during the day and the Step letter given to the parent preferably on the day of the incident or, if there is not time to write the letter e.g. because the incident happened at the end of the day, the letter must be given to the parent by the start of the next day (with a copy of the Steps grid which explains what a Step means) but the parent still needs to be informed verbally that they will be receiving a Step letter
- The class teacher must add the child's name to the Step grid on the server with the date put on and the date due to come off so the Behaviour Management team can monitor pupils on a Step in the school at their weekly meeting
- When a child is due to come off the Step and there have been no further incidents then the parents must be sent a letter stating that the child has come off
- If the child has shown no improvement in behaviour and there are still concerns then the child will either have their Step extended for one more week or they will move up to the next Step and a letter will go out to that effect.
- A child on a Step will not be allowed to attend any after-school event (discos or free after-school clubs). This does not include the paid-for Breakfast or After-School Clubs (which some parents rely on for work reasons) which will have their own behaviour systems in place.
- Two days before any after-school event (e.g. disco or bingo) all teachers and SLT will review who is on a Step so that parents, staff and pupils are clear and to avoid any confusion on the day of the event. If a child is placed on a Step at any point before the start of the after-school event they will not be allowed to the event.

## Exclusion of pupils

Exclusion is an extreme sanction and is only administered by the Headteacher (in consultation with the Senior Leadership Team, Support Mentor, Class teacher and other staff members as appropriate). 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 to staff and others (including other pupils)

Headteacher: Mr M. Mitchell  
 Email: [head@seven-stars.lancsngfl.ac.uk](mailto:head@seven-stars.lancsngfl.ac.uk)

- Physical abuse of staff or other pupils
- Indecent behaviour
- Damage to property
- Serious actual or threatened violence against another pupil or member of staff
- Unacceptable behaviour 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 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
- 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 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.

### **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.

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

Headteacher: Mr M. Mitchell  
 Email: [head@seven-stars.lancsngfl.ac.uk](mailto:head@seven-stars.lancsngfl.ac.uk)

- 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.

## **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 the restraint form and given to the H/T.

## **NURTURE GROUP**

Our Nurture group is called the Eden Class and the children who attend this class are selected from a Panel meeting which meets once a term to assess children based on Boxall Profiles and teacher knowledge of the children. We also take into consideration family background and recommendations from other agencies.

The Eden Class exists to support children over a period of time determined by need in building resilience, self-esteem, social skills, the ability to self-regulate behaviour and developing their ability to engage in learning in the mainstream setting.

The activities in Eden Class tend to be focused primarily around personal, social and well-being issues linked to relationships and the wider community. They tend to be selected from younger children (typically Years 1 and 2) although sometimes older children will be supported if it is felt appropriate.

The Eden Class is run by our Inclusion Support Mentor and the skills link strongly to learning in the main cohorts. They have breakfast together at the start of the day and then work together in the afternoons. Parents are kept informed about why their child has been selected and what progress they are making.

Headteacher: Mr M. Mitchell  
 Email: [head@seven-stars.lancsngfl.ac.uk](mailto:head@seven-stars.lancsngfl.ac.uk)

## **PARENTS**

Parents/carers will be communicated with regularly regarding the behaviour of their children. This will take the form of positive comments on a regular basis and through Step letters and meetings for behaviours that cause concern.

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. Positive praise meetings with parents are a powerful strategy for those children who struggle with their attitude, 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 is a key area in our Early Years curriculum and our skilled staff ensure that all children learn to act and react in an increasingly socially acceptable way.

## **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 Acorn Psychology Service).

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.

An overview of this policy will form the basis for induction of all staff members.

Seven Stars is a happy, caring, welcoming and friendly school where everyone strives to do the best for every child in our care and where every child is encouraged to care for those around them.

Date of next formal review - February 2018