



STALMINE PRIMARY SCHOOL BEHAVIOUR AND RELATIONSHIPS POLICY

Stalmine Primary School

Behaviour and Relationships Policy

At Stalmine 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 of all pupils.

Aims

1. Develop positive behaviour for learning within a safe, supportive and friendly learning environment.
2. Help pupils develop strategies to manage, review and self-regulate their own behaviour.
3. Create a calm and purposeful working atmosphere which allows creativity, academic excellence and independent learning to thrive.
4. Ensure **all** children and adults feel safe, secure and valued, fostering strong and healthy relationships amongst the whole school community.
5. Be clear, fair and consistent when addressing behaviour and relationship issues.
6. 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:-

1. The majority of children at Stalmine Primary School behave very well every-day
2. Pupils who struggle with their behaviour can be provided with the skills and support, enabling them to learn to self-regulate
3. It is the responsibility of everyone in the school to work towards improving the behaviour and relationships of all children and the wider school community
4. Everyone must take responsibility for their own actions and behaviours
5. Empathy and respect for others are crucial for healthy relationships and is an integral part of life at Stalmine Primary School
6. Children must be encouraged to make the right choice in every situation and every strategy explored to enable them to self-regulate their own behavior.

Celebration of positive behaviour and healthy relationships

Celebration of good behaviour is crucial to show that it is valued and to create a positive ethos in school. Rewards have a motivational role and these should take the following forms:-

1. A weekly celebration assembly (Friday afternoons) at which Star Awards are given (describing good behaviour and work), Dojo awards are given out and any additional achievements are acknowledged by all.

2. Termly Stalmine Star awards (one 'role-model' child from each class whose behaviour is exemplary). Stalmine Stars are also given an end of year award.
3. 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.
4. Class based reward systems devised for individual cohorts by teachers, support staff and pupils.
5. Dojos are used to reward pupils, these can be seen by parents. Examples of good work and 'good news' is also shared on Class Dojo with parents.
6. Individual Dojo messages are sent home by teachers for noticeable achievements and improvements in attitude, effort or behaviour with specific reasons given.
7. The head teacher sends home post cards for exceptional achievements – this can also include behaviour.

School Rules

Making expectations clear

- Each class will discuss and devise rules (agreed expectations for behaviour and routines in class) in September
- 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.

At Stalmine we have 3 golden rules:

Ready

Respectful

Safe

When behaviour is disruptive or inappropriate

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
- 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).

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).

Once the above behaviour management strategies have been used and the child is still being disruptive they will be given a 'first warning'.

If the disruptive behaviour persists they will move their name to 'second warning' which means 10 minutes Time-Out in another class.

Further disruption and/or refusal at any stage will escalate consequences and result in a 'third warning' which will result in the Senior Leadership Team being involved and a behaviour letter being sent home to parents.

Managing Time-Out:

Any disruption in time-out will mean an SLT member must 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).

On re-entry to the classroom from a time-out a teaching assistant, if available, will reintegrate the child quickly back into the lesson.

Any time-outs must be recorded on the warning monitoring sheets which will be sent to the HT weekly.

Supporting pupils and building relationships in lesson time:

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).

An ABC form is available for teachers to complete if they want to alert SLT to behaviour issues in the class/cohort. Strategies that have already been used will be identified, issues specifically described, including other issues that may be affecting behaviour. These forms will be given to the HT.

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. Stepping Stones service, District 2 Inclusion Hub)

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 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) 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 HT will be informed. Where the HT is on duty – the AHT will be informed. The HT/AHT will investigate, talk to the child (using the restorative question: 'what happened'), decide on responses/consequences, record the incident on an ABC form (as a record or monitoring). **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.

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 they must accept reasonable, proportionate and significant/meaningful consequences for their behaviour so they understand the seriousness of their actions and acknowledge the negative impact on others.
- Any consequences must be consistent across school i.e. similar behaviours by others have consequences of similar significance and proportion.
- Consequences may escalate in significance if behaviours are repeated and further steps are necessary.

An incident will be deemed serious for the following:

- Any serious physical aggression towards another person intended to cause deliberate harm (punching, biting, kicking, strangling)
- Bullying (see separate Anti-bullying policy)
- Racist, homophobic name calling towards another pupil, their family or a member of staff
- Deliberately damaging property
- Stealing
- Absconding from school
- Long term problematic behaviour which compromises good order e.g. refusal, backchat, rudeness (discussed by SLT)
- Persistent low level disruption in class (discussed by SLT) (see 'Serious incidents' in the Steps procedure overview grid – Appendix 1)

Developing a nurturing approach

At Stalmine Primary School we believe the key to fostering and embedding exemplary behaviour is in building trusting and healthy relationships

We take time to know our children, to take 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. This is achieved through:-

- 1:1 time
- welcoming the children into school
- interacting with pupils around school – in particular those not in our own classes
- curriculum sessions which allow for conversation (e.g. Art/DT)
- unstructured times such as playtimes/lunchtimes
- sitting with the children at lunchtimes
- circle times

We believe in positive affirmation, encouraging and praising every child (and group of children) as often as possible.

We plan for shared and engaging activities linked to learning which will have 'getting to know you' time built into it.

We praise children to others and ensure all conversations about children are positive, professional and polite

Discussions and conduct with parents/carers about their children are conducted in a positive way. We take the time to find out more information about the child – seven positives to one negative.

We listen to the children (not just their words but also their actions) and are aware that 'all behaviour is communication'.

We nurture rather than coerce children into self-regulating their behaviour

Using a Restorative approach

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). All behaviour is communication and we must try to understand what is being communicated

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.)

Exclusion of pupils

Exclusion is an extreme sanction and is only administered by the Headteacher (in consultation with the Assistant Headteacher, 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)
- 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 5 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 LA.
- 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
- 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 HT.

Nurture Room

There are a small minority of children who occasionally find it difficult to work within a class setting or are in such a state that they are too disruptive or dangerous to be in the same room as other pupils. At these times it may be decided by the class teacher, support staff and/or SLT member that the child should work alone in a support room with the HT or other available member of staff who can continue to help the child with their learning.

They may also need to calm down before they can engage in their learning.

This room is not an 'anger room' but rather a supportive 1:1 environment in which children are enabled by skilled staff to calm and work for a fixed period of time until they can be reintegrated into the mainstream class. Children will not be forcibly held against their will in this room but failure to work in the room will mean an escalation of consequences for the child and this would need to be explained to them.

There may be times when a child in the support room is acting in such an aggressive way that the adult supporting that child will need to vacate the room but will maintain sight of the child to ensure they are safe. In these circumstances the adult must inform an additional member of senior staff so they can provide assistance and once the child has calmed will re-engage with the child as soon as possible.

Parental support / parents as partners in education

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 behaviour letters and meetings for behaviours that cause concern.

Good relationships with parents are 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.

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 Stalmine Primary School and those agencies trusted by the school.

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.

Stalmine prides itself on being a happy, caring, welcoming and friendly school. A unique size allows us to know not just the child but the families as well. The whole school community strives to do the best for every child in our care and every child is encouraged to care for those around them.

Edited 07/08/2019

Reviewed and edited 19/12/19

Date of next formal review – March 2020

Appendix 1
Stalmine Behaviour Management Steps

Step 1	Step 2	Step 3	Step 4
<ul style="list-style-type: none"> • Persistently talking out of turn <input type="checkbox"/> • Shouting out <input type="checkbox"/> • Name calling <input type="checkbox"/> • Low level disruption <input type="checkbox"/> • Sulking <input type="checkbox"/> 	<ul style="list-style-type: none"> • Speaking rudely to staff <input type="checkbox"/> • Answering back <input type="checkbox"/> • Using bad language <input type="checkbox"/> • Refusing to work <input type="checkbox"/> • Deliberate distraction <input type="checkbox"/> • Absconding from class <input type="checkbox"/> • Lying <input type="checkbox"/> • Persistent step 1 <input type="checkbox"/> 	<ul style="list-style-type: none"> • Physical aggression towards others <input type="checkbox"/> • Abuse of property (e.g. throwing a chair, kicking doors) <input type="checkbox"/> • Absconding from school <input type="checkbox"/> • Persistent lying <input type="checkbox"/> • Not following instructions (defiance & refusal) <input type="checkbox"/> • Persistent step 1 or 2 <input type="checkbox"/> 	<ul style="list-style-type: none"> • Racial abuse <input type="checkbox"/> • Bullying <input type="checkbox"/> • Stealing <input type="checkbox"/> • Vandalism <input type="checkbox"/> • Persistently absconding from school <input type="checkbox"/> • Persistent verbal abuse towards staff or pupils <input type="checkbox"/> • Physical abuse of staff or pupils, or threat of physical abuse (more extreme than Step 3) <input type="checkbox"/> <input type="checkbox"/> Persistent step 1, 2 or 3 <input type="checkbox"/>
Possible Actions	Possible Actions	Possible Actions	Possible Actions
<p>Dealt with in class by class staff following school behaviour policy, procedures and approaches:</p> <ul style="list-style-type: none"> • Genius Hour system <input type="checkbox"/> • Time out within class <input type="checkbox"/> • Loss of part of or all of playtime to complete unfinished tasks – supervised by teacher/TA <input type="checkbox"/> 	<ul style="list-style-type: none"> • Time-out in another class <input type="checkbox"/> • Apology (when ready to do it genuinely) <input type="checkbox"/> • Class teacher speaks to parents (phone call or face-to- face) <input type="checkbox"/> • Genius Hour System <input type="checkbox"/> • Loss of part of or all of playtime to complete unfinished tasks – supervised by teacher/TA <input type="checkbox"/> 	<ul style="list-style-type: none"> • Support from HB address any anger management or specific behaviour issues. <input type="checkbox"/> • Fixed period of internal exclusion <input type="checkbox"/> • Parents meet with class teacher and AH/HT to discuss behaviour targets (Behaviour plan) <input type="checkbox"/> • Restorative conversation (see Behaviour policy) <input type="checkbox"/> • A letter will be sent home informing parents their child is on 'Step 3' <input type="checkbox"/> • Loss of Golden time <input type="checkbox"/> 	<ul style="list-style-type: none"> • More intensive support from HB <input type="checkbox"/> • Parents meet with Headteacher and class teacher <input type="checkbox"/> • Restorative justice meeting held, preferably with the child's parents being involved. <input type="checkbox"/> • Avenues of support explored within school (which may include referral to other agencies/advice from EP etc) Personalised timetable with intense support <input type="checkbox"/> • Risk assessment <input type="checkbox"/> • Serious incident plan/procedure <input type="checkbox"/> • Observation by other professionals with a view to statutory assessment <input type="checkbox"/> • Exclusion if necessary (internal or fixed external if necessary for the well-being of others) <input type="checkbox"/>
Dealt with Class Teacher / TA / HLTA		Dealt with by HB / JC – letter sent home and meetings arranged with parents.	
Follow Class Warning system.	Home / School Diary for 2 weeks if persistent and more than 2 letters sent home in one week period.	Home/School Diary for 4 weeks	Home / School Diary for 6 weeks.

A child will move through the steps sequentially if low level behaviour persists (e.g. they could get to Step 4 for persistently sulking if they do not improve); or they can go straight to a higher step if their behaviour is more serious (e.g. they may be immediately put onto either Step 3 or 4 for extreme aggression towards another or others – professional judgement will be used by staff in accordance with the above guidelines and staff will consult HT / AHT if they need advice)

