

Jeremiah 29:11.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you **HOPE** and a **FUTURE**.”



Kingskerswell C of E Primary School

Behaviour and Relationship Policy

(including support for children with social,
emotional and mental health needs)

Ratified: Governing Board

Reviewed: November 2023

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School Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with members of staff and a belonging to the whole school community.

This policy reflects our six core Christian values of

Love & Friendship, Forgiveness, Trust, Respect, Resilience, and Community which support behaviour and relationships in our school. Our values are firmly embedded in all we do – from the way we learn together, the way we treat ourselves and others, the way in which our curriculum develops prosperous adults of the future, and in celebrating our talents and achievements as a church community.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with CYP (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships

Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

Aims of the Policy

The aim of this policy is to encourage positive relationships among all individuals at KINGSKERSWELL C OF E PRIMARY SCHOOL through self-discipline, personal responsibility, care and respect.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We take a robust approach to dealing with any bullying by adults or pupils, with any such incidents dealt with promptly and firmly. As a Church school, we promote the values of forgiveness and reconciliation when dealing with any behaviour that falls short of our expectations.

A therapeutic approach to behaviour is based on an understanding of a child's development and responding to behaviour in a proportionate way, considering the mental health of the child and understanding the reasons that result in such behaviour. This allows children to develop strong personal skills, together with the cognitive ability to understand how to solve a problem with growing independence.

Support for this approach comes from the DfE advice on "Mental Health and Behaviour in Schools" (2018) <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> which states:

"In order to help their pupils, succeed, schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing."

This document outlines the culture and structures at Kingskerswell CofE Primary School which contribute to promoting pupils' mental health:

- A committed senior leadership team
- Designated Mental Health Lead (Lyndsey Cahill) with dedicated support from the Headteacher, SENDCo and lead Thrive practitioner
- High expectations of attainment with consistently applied support
- Working with parents and carers as well as the pupils themselves
- Continuous professional development for staff
- Clear systems and processes of identification of young people with possible mental health challenges
- Working with others to provide interventions that use a graduated approach to inform a clear cycle of support
- Promoting the health and well-being of all pupils in the school

Our school:

- Offers a welcoming atmosphere throughout;
- Values children equally, seeking the very best for them;
- Delivers a holistic, inclusive education, including skills, knowledge and understanding;
- Positively promotes British values, reflecting its Christian ethos;
- Instils in children the belief that they should always reach for their best.

AIMS and Rationale OF THE BEHAVIOUR POLICY

This policy applies to EYFS, KS1 and KS2. The policy acknowledges the importance of **consistency** in responding to **all behaviour** and provides staff and pupils with clear guidelines and parameters regarding what behaviour is expected, the range of rewards which can be used to motivate pupils, together with the range of sanctions which can be used to discourage difficult or dangerous behaviour and replace it with positive behaviour.

The approach believes that children can only fully access the curriculum if they share the values upon which it is based; they should value themselves, others, society and the environment.

The policy promotes a therapeutic approach to behaviour. The basis of this is the following:

- Positive experiences create positive feelings, and these will generate behaviours that are useful for the child and those affected by the child
- At the centre of this is the importance of building positive relationships within the dynamic of the school- that includes all adults and children.
- This creates an 'inclusive school' where behaviour is responded to consistently whether inside the classroom or not.
- The policy provides a structured approach to expected behaviour in the school environment with clear expectations for each
- Staff response to behaviour issues is graduated and individualised- it takes account of mental health, other needs, vulnerabilities, and special educational needs and disabilities.
- Social stories are used as a preventative measure to pre-empt potential challenging behaviour. Social stories prepare children for changes which may cause dysregulation.
- Managing development of internal discipline gradually by encouraging everyone to take a

restorative approach to the incident, using the stories, talking to child about how the behaviour affected others, and giving them the opportunity to discuss their own consequence. The consequence should be proportionate to the behaviour and lead them to improvement.

- When responding to difficult behaviour an adult may choose to use comicstrips. These comic strips will be completed once the child is ready to reflect and after an initial conversation with an adult. They are aimed at promoting reflection and a restorative approach to solving the issue whilst changing the behaviour in the hope that it does not reoccur. For younger children they draw and then an adult annotates at a time when they can do that but ideally on the same day.
- Behaviour that is dangerous or difficult should be logged on CPOMS (see guidance on the levels of behaviour section). Minor incidents can be logged if they are completely out of character and may be an indication of a larger problem. Where a social story has been completed, staff may attach this to the CPOMS entry.

POSITIVE BEHAVIOUR

We believe that everyone, pupils and staff, within the school community has the right to expect respect from others, the right to learn or to teach and the right to feel safe.

With these rights go responsibilities – to help others feel safe and happy, to help others learn, to show respect for people, to show care for other people’s property and to look after the school buildings, furniture, and equipment. These responsibilities are reflected in the school values and class charters. Children are encouraged to be responsible for their own behaviour at all times. They are also encouraged to be independent and resilient with staff modelling how to resolve problems. In this way, children are better able to differentiate between problems they can reconcile by themselves and those where they need adult intervention.

We use Collective Worship and PSHE:

- to improve children’s self-esteem;
- to promote positive behaviour;
- to emphasise our values of community, love and friendship, respect, forgiveness, resilience, trust;
- to model reconciliation;
- to improve relationships;
- to foster a positive school ethos based upon shared expectations;
- to encourage children to support each other;
- to encourage personal and collective responsibility for positive behaviour;
- to promote character-building.

WHOLE SCHOOL RESPONSES TO PRO-SOCIAL BEHAVIOUR:

This policy recognises the importance of gradually managing the development of internal discipline for the children. These steps support this and will be adhered to by all those working at the school. Responses are consistent and daily and build on relationships that make all involved feel valued, feel a sense of belonging and have the stability needed to build resilience.

Class Recognition:

- **Class Charter** created in first week of the Autumn term and displayed in each class.
- **House Points:** This is a collective reward and not an individual one. Pupils gain a House Point for behaviour, learning attitudes and attributes we wish to build in them such as resilience or independence. The house point is awarded to the house the child belongs to and NOT to the child. A token is given to the child who then gets to put it into the collection cylinders in the hall. At the end of each half-term, the tokens are counted and a collective reward (non-uniform day) is given to the winning house.

Whole School Routines:

- **Soft start:** Children are greeted and welcomed at the gate every morning by a member of the senior leadership team. This approach promotes a calming start to the school day where children can interact with their peers and settle in the class ready for learning.
- **Meeting and greeting:** The class teacher and support staff ensure a welcoming environment for pupils at the start of each registration session. They will meet the children as they enter the class for a meet and greet every morning and repeat at the end of the day. Children are expected and encouraged to respond, e.g. 'good afternoon ...' 'good afternoon Mrs/Mr ...'
- At the end of each lesson teacher uses the **1,2,3 method**.
 - One: stand up
 - Two: tuck your chair in
 - Three: dismiss by table, alphabetically or any other way teacher finds works
- **Lining Up:** to move around the school. Class should line up in an agreed order which supports quiet movement around the school. If the line is noisy, adults return the class to the point of exit and repeat. This needs to be an established, non-negotiable expectation. The use of the raised hand clearly signals to the children to stop talking and listen. At the end of the school day, children are escorted from their classes to their collection point or to leave the school unaccompanied, if applicable.

These routines ensure a prompt, calm, orderly start to the beginning of each session and at the end of the day. The children and adults know set routines and expectations.

Individual Staff Responses:

Staff are expected to model good behaviour and actively seek opportunities to notice and acknowledge positive behaviour.

Positive recognition is used to promote the aims of the Behaviour and Relationship Policy. It is used sincerely and purposefully, thereby encouraging and reinforcing good behaviour. Rewards and positive recognition include:

- Praise: describing the action for which the praise is given, comments on work, communicating praise to a child's parents/carers
- Public recognition in class or assembly, a postcard or conversation with or phone call to parents
- House points awarded in class and around school

- Growth mindset award
- Values award
- Displaying work
- Giving them extra responsibility
- A smile or a quiet word to the pupil at greet and meet times
- Emphasise that behaviour is a 'choice'
- Minimise unnecessary confrontation by making use of Thrive strategies including the VRFs (Vital relational functions)

This is daily and builds on affects relationships making the pupils feel valued and giving them a sense of belonging, stability, and resilience.

WHOLE SCHOOL RESPONSES TO DIFFICULT OR DANGEROUS BEHAVIOUR:

Adults must always model expected/desired behaviour in all their dealings with the pupils and with other adults.

Pupils are given opportunities in class to discuss and solve problems such as dangerous behaviour or behaviour that challenges. Taking responsibility for their own behaviour and the importance of rules are also built into PSHE and Worship Plans. Issues such as behaviour are on-going and cannot be timetabled; it is therefore important that all pupils feel they can discuss matters with any member of the school community when the need arises. It is also important that these concerns are then passed back to class teachers and serious issues discussed by all colleagues.

Any behaviour that:

- causes harm to an individual, the community or to the environment
- is likely to cause injury, harassment, alarm, or distress
- violates the rights of another person

is dealt with according to its severity in line with the guidelines in this section

Kingskerswell C of E Primary School is committed to a therapeutic approach (Thrive) to managing difficult and dangerous behaviour where members of the school- both children and adults- are unified by the values. Punishment is replaced with therapy, mentoring, coaching, clear boundaries and caring.

The school adopts a stepped consequences system in response to difficult or dangerous behaviour:

- a set of steps that are focused on small but certain consequences
- a restorative not a punitive ending
- an approach that encourages and teaches taking responsibility for own actions and a balance of rights and responsibilities

Steps to addressing Inappropriate Behaviour

We have a clear set of sanctions which are understood by children and applied consistently by staff. These include:

- ◆ Non verbal prompt ("The Look")
- ◆ Verbal reminder
- ◆ Work in partner class

- ◆ Speak to Team Leader/Assistant Headteachers who will decide upon the appropriate course of action i.e break time exclusion
- ◆ Where children make repeated poor choices or when their behaviour is severe and/or puts other children/adults at risk – speak to Headteacher/Deputy Headteacher
- ◆ Parents invited for meeting
- ◆ Internal exclusion
- ◆ External exclusion

We involve parents and carers from the early stages of any sanctions. Some more extreme behaviours may skip early stages of sanctions and for some children who have significant emotional difficulties we have a range of sanctions which may differ to those above. We make ‘reasonable adjustments’ to our practice in order to allow full inclusion.

All sanctions are applied privately and, in a way, which allows dignity.

We use the Thrive (see www.thriveftc.com) approach to overcome emotional barriers to learning. For some of our children this means specific, planned activities in small groups or working 1:1 with a teacher or teaching assistant on bespoke activities to meet emotional needs.

We are committed to the belief that behaviour is often the language of feelings and that underlying every behaviour is a root cause. Our work with children who display challenging behaviour is successful and we are very proud of this part of our practice.

Consequences of difficult behaviour or dangerous behaviour

It is important that all staff concerned are aware of the concerns around a pupil and the information is shared verbally and through CPOMS. This will allow staff to respond appropriately and the message to the pupil to be unified.

	Examples of Behaviour	Consequence
Low level or persistent disruptive Behaviour	<ul style="list-style-type: none"> ● Not completing enough work in a lesson ● interruptions during lessons/ shouting out /Distracting noises/ getting out seat ● Unkind remarks to peers 	Educational consequence through a quiet word explaining expectations for the behaviour. This could include up to 5 minutes on a task related to the difficult behaviour.

<p>only record on CPOMS if you can see a pattern emerging or want to track to find a pattern</p>	<ul style="list-style-type: none"> ● Misuse of playground equipment on the playground that results in damage ● Answering back or not following instructions 	<p>Examples:</p> <ul style="list-style-type: none"> ● <i>I want you to underline your LO and date with a pencil and ruler and complete the next questions-5 minutes at start of break</i> ● <i>You could break this racket by using it as a bat, you will help put the equipment away/ sort the equipment out</i> ● Tidy an area of the classroom ● Apologise and write a letter/ draw a picture to the person you have hurt
<p>Level 2 Difficult and/or dangerous</p> <p>Record on CPOMS by the adult who dealt with the issue.</p>	<ul style="list-style-type: none"> ● Consistently not completing enough work in lesson ● Repeatedly interrupting lesson ● Deliberately physically hurting others ● Deliberately hurting the feelings of others by making unkind remarks ● Deliberately damaging school equipment or facilities. E.g throwing equipment, kick equipment, soiling the toilets, graffiti on walls ● Disrespectful comments back to the teacher (e.g. you can't tell me what to do/ I won't pick it up) 	<ul style="list-style-type: none"> ● Staying in for a quantified period of time related to the work. <i>E.g. you will stay in at break to complete the next 3 sentences/questions.</i> ● As pupil is affecting the learning of other pupils, they need to be removed from the class where they will be asked to reflect on their behaviour. If COVID risk reduction measures are in place, pupils cannot be sent to another class or teacher.
<p>Level 3 Serious difficult or dangerous behaviour</p>	<ul style="list-style-type: none"> ● Repeatedly interrupting lessons and not responding to adult input ● Physical harm such as hitting, kicking, spitting, throwing objects at a person ● Emotional harm such as name calling, swear words, racial language, homophobic language, religious slants and gender or disability 	<ul style="list-style-type: none"> ● Refer to headteacher or deputy. ● Parents may be contacted ● A set period of time to be spent with head or deputy completing relevant tasks to the behaviour ● Loss of playtime linked to behaviour with a

	<ul style="list-style-type: none"> ● Vandalising property ● Stealing ● Possession of dangerous materials or objects. 	<p>suitable task to complete</p> <ul style="list-style-type: none"> ● Restorative activity with adult
Level 4 Serious difficult or dangerous behaviour	<ul style="list-style-type: none"> ● Isolated serious incident or continued level 3 behaviour ● Bullying (repeated level 3 physical or emotional harm) ● Possession of harmful substances or a weapon ● Excluding a child or group because of looks, colour, race, belief, gender or disability 	<ul style="list-style-type: none"> ● Pupil will work away from the class. This will be decided by head or deputy and a time period, tasks set and location will be decided upon to suite the behaviour ● An internal or external exclusion may be imposed ● Meeting parents and an action plan drawn up

Reporting & Home-School Agreement

If a child is developing a pattern of difficult or dangerous behaviour, a log will be kept on CPOMS, our safeguarding database. Full records are kept of incidents and of any support and counselling provided.

Exclusions

Staff at Kingskerswell C of E School believe that children should remain in full time education and exclusion, whether fixed term or permanent, will only be used as a last resort. Exclusion will only be used when it is felt that the school can no longer provide a safe environment for either the child or others and will follow the Devon guidance.