

Vallis First School Relationships and Behaviour Policy

“When you are stumped by the behaviour, when you don’t know what to do next, when nothing works, kindness is always the best response” Paul Dix, When the Adults Change, 2018

1. Policy Statement

The Governing body and staff at VFS are committed to creating a nurturing environment in which positive relationships and high expectations are at the heart of all we do. We believe that all children and adults will achieve their highest standards as learners and teachers when all relationships and behaviours are excellent. Behaviour for learning encourages high quality learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Unacceptable behaviour needs to be challenged with kindness and consistency. Every child and adult is expected to maintain the highest standards of conduct, to take responsibility for their behaviour and to encourage and support others to do the same.

Our Relationships and Behaviour Policy guides staff in how to nurture positive relationships and attitudes. It has at its heart, our three core values:

- **Ready**
- **Safe**
- **Care**

By displaying behaviours linked to following these 3 core values, we will create a safe and positive learning environment which leads to a culture of excellence and success.

2. The purpose of our Relationships and Behaviour Policy

To enable children and staff to develop kind and caring relationships that enable all members of the school to achieve their highest potential. Fundamental principles are:

- all children and staff are entitled to feel safe and happy at school
- to be treated with kindness, respect, consistency and fairness
- to experience clear expectations
- to teach children and adults to take responsibility for their own behaviour
- to listen to one another and empathise with different points of view
- to develop a nurturing environment which values kindness, and empathy and equality
- to ensure that excellent behaviour is a minimum standard

3. Consistencies in practice

- Consistent, simple rules and expectations
- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring “certainty” at support staff, classroom and Senior Leadership level. Never passing problems up the line, seeking support but not delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating

- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent models of managing emotion: management of emotions is both taught and modelled. Staff act as role models for learning these skills
- Consistent environment: consistent visual messages for all to see

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

4. Roles and Responsibilities

The governing body

The Full Governing Body is responsible for reviewing and approving the VSF Behaviour and Relationships Policy.

The Headteacher & SLT

The headteacher is responsible for reviewing and approving the VSF Behaviour and Relationships Policy with the SLT and Full Governing Body.

The headteacher will ensure that the school environment encourages positive behaviour. With the SLT, the headteacher will support staff in developing positive relationships and behaviour, and in dealing with instances of unacceptable behaviour. The headteacher and members of the SLT will support staff in the consistent implementation of this policy.

All staff

- Refer to ‘Ready, Safe, Care’
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Listen to children and other adults with understanding and empathy
- Act and speak with respect and consistency in accordance with the agreed policy
- Never ignore a child who is displaying unacceptable behaviour
- Record all incidents on CPOMS.
- Use a range of methods of celebration with consistency – stickers, postcard home, recognition boards, emails.

Teachers

- Meet and greet each child every day
- Be a visible presence to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Plan lessons that engage, challenge and meet the needs of all children
- Regularly share good practice

- Support staff in managing children with more challenging behaviours

Senior Leaders

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they will work with and support staff to guide and model appropriate behaviour management techniques. The SLT will demonstrate unified consistency to children.

- Lead the development of a nurturing, relationships-based environment
- Meet and greet learners at the beginning of the day
- Be a visible presence across the school and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex behaviours
- Regularly review provision for learners who fall beyond the range of written policies

Parents/Carers will

- Support the school and their children in the implementation of this policy
- Foster positive relationships with the school and engage with their children's learning
- Inform the school of any changes of circumstances or events that may impact on their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Recognition and Rewards for Effort

We recognise and reward learners who go "over and above" our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. It is not what you give, but the way you give it that counts.

Classroom level

- Praise for choice
- Stickers relating to Ready/Safe/Care
- Class recognition board
- Postcard home
- BLP Certificates

Whole School level

- Praise for choice
- Stickers relating to Ready/Safe/Care
- Positive post cards sent home
- Celebration Assembly

6. Steps – a tiered approach.

Step 1 - Redirection
Positive reinforcement of other children around them “X thank you for sitting so beautifully”. A visual cue to the child that you want them to make a good choice; this could include <ul style="list-style-type: none">• a ‘look’• a visual point to what you expect
Step 2 - Reminder
A reminder of the expectations Ready, Safe, Care delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. Deescalate as necessary. Praise them when they positively change their behaviour, acknowledging the positive change.
Step 3 - Caution
If the behaviour persists: A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Possible Consequences <i>Brief thinking time near or with an adult.</i> <i>Move seating within class.</i> <i>Time out in another class – Phase Leader.</i> <i>Missing part of a break/lunchtime.</i> <i>Lunchtime provision.</i> The learner has the choice to do the right thing. Remind learners of the positive behaviour you want to see, not drawing attention to the behaviour that is occurring. Scripted approaches at this stage are encouraged: <ul style="list-style-type: none">• <i>I have noticed that...</i>• <i>At school we....</i>• <i>Because of that you need to....</i>• <i>Remember that time when....you were brilliant.</i>• <i>I need to see that again.</i>• <i>Thank you for listening.</i> Praise the child when they positively change their behaviour.
Step 4 - Consequence
If the behaviour still persists: <ul style="list-style-type: none">• The learner is asked to speak to the teacher away from the others.• Adult in the class will oversee this and ensure a short reflection conversation takes place.• The adult is responsible for logging the incident on CPOMs if these become a regular occurrence and concern – under behaviour category.• Class teacher to inform parent at the end of the day.
Step 4 - Reparation
A restorative meeting to take place. If reconciliation is unsuccessful, the adult can call on support from the SLT who will support the reparation process. <ul style="list-style-type: none">• <i>What happened?</i>• <i>What was it like before?</i>

- *Who has been affected?*
- *What do we need to do differently next time?*
- *Are you happy with the outcome?*

Step 5 – Formal Meeting

A final meeting may sometimes be necessary between the teacher, child and parent with agreed outcomes. A member of the SLT may be present.

7. Managing Daily Behaviour in the classroom - Positive Recognition Boards

Each class will have a Recognition board. The focus can relate to learning behaviours (Tough Tortoise, Team Ant....) or any positive behaviour or attitude. When the teacher sees children demonstrating these behaviours well, they will display their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

Staff understand that not all children find it easy to accept praise because they have low self-esteem or they lack trust. In developing genuine, caring relationships and adhering to this policy with persistence and patience, this will eventually change.

Support Beyond the classroom

APDR Cycles, Positive Behaviour Plans

Where a child is not responding to the strategies outlined in this policy, an APDR cycle will be followed using the template on INSIGHT (our data tracking system) and this will focus on a PLP. It is the responsibility of class teachers, with the support of the SENCo to look for any underlying issues that may be causing particular behaviours, as well as generating targets and strategies for achieving them.

- Triggers for behaviours will be examined and modifications made to the routine and environment when possible
- Early interventions such as planned ignoring, distraction and humour may be adopted
- Appropriate processes will be followed when a child's behaviour has escalated. This may include physical intervention
- Once a plan has been agreed, parents will be informed and a discussion will take place around how they can support this at home

Supporting behaviour at lunchtimes

As part of our nurturing ethos, all staff are expected to engage with children and be proactive in managing and dealing with behaviour. To foster good relationships, MDSA staff will consistently 'catch children being good' and share this with them. Behaviour incidents should be managed at lunch time in line with the policy.

Suspensions:

For very serious offences, the head teacher will consider suspension in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the suspension and positive steps forward at the beginning of the suspension and before the child returns to school at a reintegration meeting. Suspension is always a very last resort.

Getting the Basics Right – Ensuring visible consistency.

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

At the start of the day	Children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.
On arrival	Children walk calmly straight into the classroom. Wash hands, put belongings away and start early morning activity.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and silently in the corridors.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.
End of the day	Once the children have their belongings, they can work calmly on their end of day activity before being dismissed. Adults say goodbye to children. Visible presence by SLT.

Positive Handling and Reasonable Force

Vallis First School makes use of the DfE guidance: Use of reasonable force in schools (2013) Any force used should always be the minimum needed to achieve the desired result. Key staff at Vallis First School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

Procedure in the event of a child running away from an adult

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones. If a child leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.

Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

1. Reasonable adjustments for pupils will be recorded on an individual behaviour plan or a SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies e.g. Educational Psychologist, behaviour consultant, Social services or CAMHS.
2. A reduced timetable may be put in place in line with guidance from the Local Authority. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
3. A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour is dangerous.

Supporting pupils with SEND

Expectations for managing behaviour of pupils with SEND: For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IEP- Individual Education Plans. Teachers need to use IEPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed.

Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their IEP which will be monitored by the Inclusion Leader. A children's triggers for negative behaviour need to be on their IEP so that everyone can be aware of these. Teachers who are preparing their classes to be covered by someone else must ensure IEPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma. Behaviours that children with SEND that might exhibit to try and communicate with you:

- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focussing their attention on the adults - following and asking repeated questions. This might be for more reassurance that they are doing the right thing or that they are liked.

- calling out - this might be so they feel noticed and to also feel reassured

Parent concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either via email or call the school office
- Arrange an appointment with the teacher / phase leader.
- Arrange an appointment to see the Assistant Headteacher or Headteacher. If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

Accountability

It is the responsibility of the Head Teacher to:

- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue fixed-term and/or permanent suspensions to individual pupils.

Governors

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Head Teacher has day-to-day responsibility to implement the school relationship and behaviour policy but must keep governors updated.

Is the policy working?

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?

- Do children actively use their school Values to make positive choices rather than just use them to reflect on behaviours after negative choices?

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