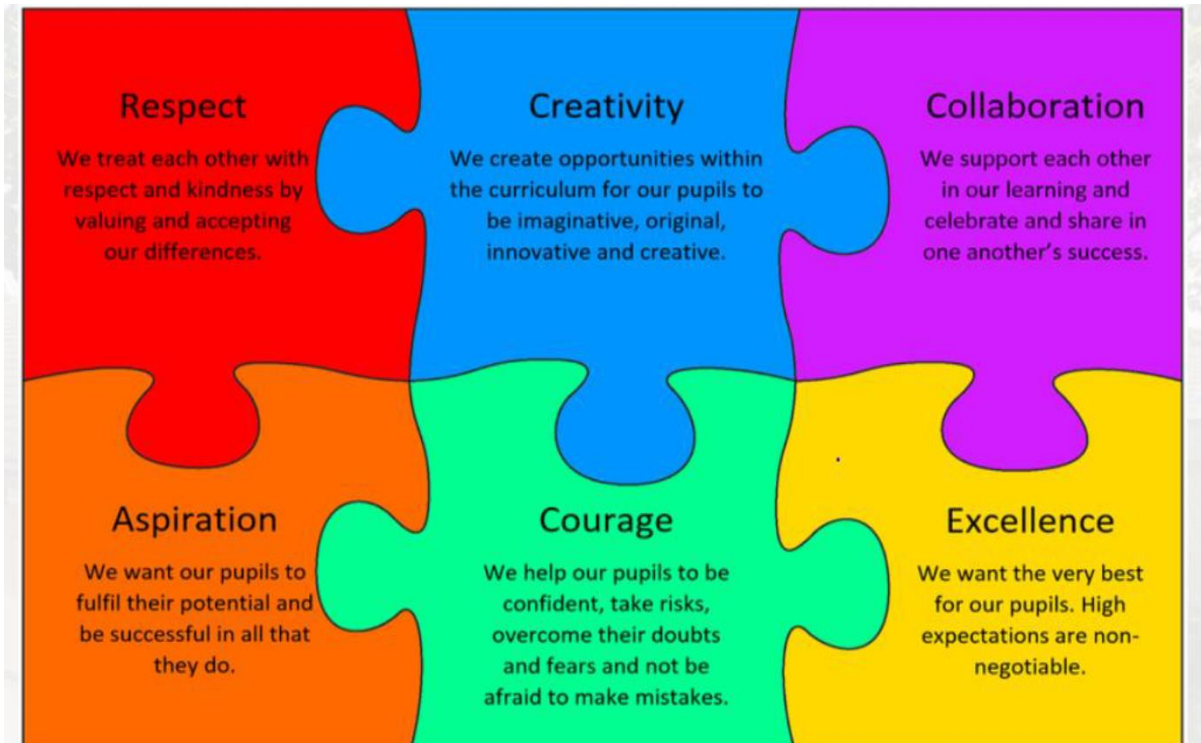**Randlay Primary School and Nursery**

'Working Together as One'

Behaviour and Relationship Policy

Policy written in June 2024

Agreed by Governors June 2024

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". Paul Dix

We are committed to creating environments where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not simply compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

We have 3 simple rules **'Be Ready to learn, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

The Governing Body and staff believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well- planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Our Relationship and Behaviour policy guides staff to teach self-discipline. It echoes the vision; school aims and values of both schools within our partnership.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the policy
- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy
To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions.

Fundamental principles

All members of our school community have the right to:
- feel secure and safe.
- feel happy and be treated with kindness and understanding.
- be treated fairly and consistently.
- be listened to (at an appropriate time);
- be treated with respect and politeness.
- be treated with empathy.

Underpinning our fundamental principles are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

Respect
We treat each other with respect and kindness by accepting each others' values and differences
Aspiration
We want our pupils to fulfil their potential and be successful in all that they do**.**
Courage
We help our pupils to be confident, to take risks, overcome their doubts and fears, and not be afraid of making mistakes.
Creativity
We create opportunities within our curriculum for our pupils to be imaginative, original, innovative and creative.
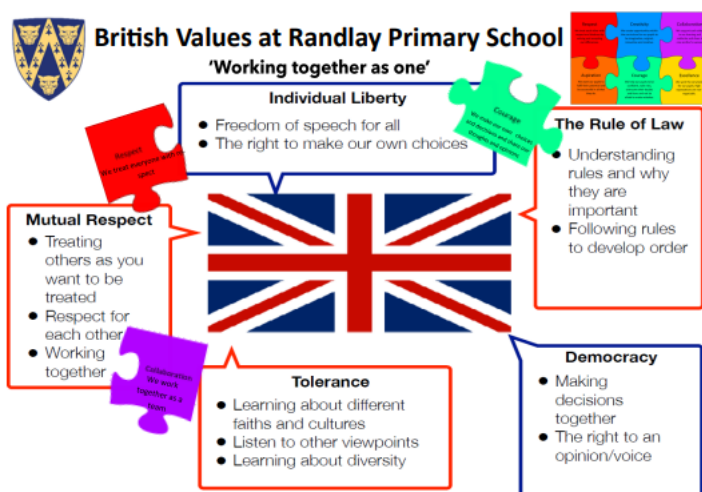**Collaboration**
We support each other in our learning and celebrate and share in one another's success.
Excellence
We want the very best for our pupils. High expectations are non-negotiable.

British Values

Randlay Primary School and Nursery is committed to serving its community. As a school, we are already incorporating these values through the planned taught curriculum as part of their links with Spiritual, Moral, Social and Cultural aspects of learning.

Roles and responsibilities

The governing board has overall responsibility for:
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead/SENDCO is responsible for:
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.
- Collaborating with the governing board and headteacher as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:
- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

Pupils are responsible for:
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:
- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

The fundamental principles which underpin our Relationship and Behaviour policy are:
- Unconditional positive regard for all pupils.
- An avoidance of shouting to address behaviours.
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

The main reasons for using a language of choice are:
- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our three behaviour rules of Ready, Respectful,Safe.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Using 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- Encouraging pupils to be proud of their school.
- Using 'Circle Time' activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.
- Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

Consistency of approach
In implementing this Relationship and Behaviour policy, we acknowledge the need for consistency.
- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up**: ensuring "certainty" at the classroom and senior management level. **Never passing problems up the line**, teachers taking responsibility for behaviour interventions, seeking support but never 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 **expectations**: referencing and promoting appropriate behaviour
- Consistent **respect from the adults**: even in the face of disrespectful learners
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently **reinforced rituals and routines** for behaviour around the site: in classrooms, around the site and at the school reception
- Consistent **environment code of conduct** evident of our values

"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

Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

Expectations of Adults - Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:
- **Meet and greet** at the door.
- Refer to **'Ready, Respectful,Safe'**.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson (eg, Recognition boards)
- Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions.
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.

Pastoral Leaders and experienced staff
Pastoral Leaders and staff are not expected to deal with behaviour referrals in isolation. Rather they are to work alongside colleagues to support, guide, model and show a unified consistency to the learners.

Pastoral Leaders and experienced staff
- **Meet and greet** learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- **Support** staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations.
- Encourage use of stickers for sticker charts, house points, postcards home and positive phone calls.
- Ensure staff training needs are identified and targeted.

Senior Leaders
Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to work alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders will:
- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Children want teachers to:
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Pupils will:
- Be ready to Learn
- Be respectful
- Be safe

Parents / Carers will:
- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that at we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is 'over and above. This may take the form of:
- A positive postcard/note home,
- A phone call
- A face-to-face chat.
- Stickers
- House points
- Nominations into our 'values' award chart.

Celebration Assembly

Our celebration assembly is on a Friday, where one child from each class will be chosen for exemplifying one of the Randlay School values and another child will be chosen following the nomination from a peer for the 'book of respect'. The child will have consistently gone **"over and above"** in our school rules and values during the week. The children will have the reasons for the nominations shared in assembly and a prize from the prize box afterwards.

Managing Behaviour Positive - Recognition Boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include "One voice" for classes who constantly talk over each other," speak politely" to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours "Accurate peer feedback" persuasive language" or "show working."

When the teacher sees children demonstrating the behaviour well, they will write 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, focused on one learning behaviour and 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.

Nine ways to sharpen use of recognition boards – Paul Dix

- Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."
- Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
- Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
- Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
- Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
- Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.
- Pupils are recognised for effort not achievement.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see.

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given "take up time" in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption.

Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.

- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Sanctions which may be applied at breaktimes/ dinner times

Lunchtimes
At lunchtimes we expect every child to abide by all the school rules and it is the role of the supervisor to oversee this and to encourage this. They should be proactive in discussing the rules with children as and when whilst referring to them when they have not been adhered to. Parents of children who cannot follow lunchtime rules may be asked to take their child home for lunch.

Good choices by children are expected to be taken by children all of the time whilst following the 3 B's. If children are observed not following it then they should be verbally reminded of the 3 B's in the first instance. If persistent behaviour is seen then the child may be asked to hold hands with a lunchtime supervisors/adult on duty for a period of 10 minutes whilst positive discussion about expectations will take place. A behaviour book system is also used by the lunchtime supervisors and members of staff supervising playtimes. Incidents should be told to the class teacher at the end of a breaktime. These are then logged onto the CPOMS system

by the Headteacher/senior leaders if necessary. These are monitored by senior leaders on a weekly basis so that any patterns of behaviour can be identified and acted upon. This means that behaviour can be quickly addressed by school leaders. There may be a need to contact parents/carers if behaviour is regular.

- All children are expected to follow the Playground Rules
- If child is observed not following the 3 B's then lunchtime supervisor/duty staff will verbally remind child of expectations.
- If this persists then child will be asked to walk around at playtime holding the hand /alongside the lunchtime supervisors/duty staff.
- If aggressive/violent behaviour has been displayed then a discussion should be had with child/children AND a senior member of staff should be informed.
- If aggressive/violent behaviour has been shown then child/children may miss playtime/dinnertime of that day or the next day.
- Child may be asked to miss playtime /breaktime for a longer period (eg week) if aggressive behaviour is seen on more than one occasion within a week period.

If there is a physical altercation between pupils at lunchtimes/ playtimes this will immediately be referred to the schools leadership team. These are then logged onto the CPOMS system by the Headteacher/senior leaders if necessary. These are monitored by senior leaders on a weekly basis so that any patterns of behaviour can be identified and acted upon. This means that behaviour can be quickly addressed by school leaders. There may be a need to contact parents/carers if behaviour is regular poor behaviour at breaktimes happens.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Sanctions steps

Steps	Actions
1) Redirection/Reminder	- Gentle encouragement, a 'nudge' in the right direction. - A reminder of our three simple rules - **Ready, Respectful, Safe** delivered privately wherever possible. Repeat reminders if necessary. - De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. - Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	- A clear verbal warning **delivered privately wherever possible**, making the learner aware of their behaviour and clearly outlining the consequences if they continue. - The learner has a choice to do the right thing. - Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, make the right choice" "think carefully about your next step"
3) Last Chance (5 minutes after class for restorative conversation/10minutes in reflection time)	Speak to the pupil privately and give them a final opportunity to engage. **Use the 30 second scripted intervention** **I have noticed that you are... (**having trouble getting started, wandering around etc.) right now. **At Randlay Primary We** … (refer to the 3 school rules – ready, respectful and safe) **Because of that you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time) **Do you remember yesterday/last week when you**... (refer to previous positive behaviour)? **That is who I need to see today...** **Thank you for listening...** then give the child some '**take up' time**. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break **That is who I need to see today...** **Thank you for listening...** then give the child some '**take up' time**. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue.

3)	For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break • **That is who I need to see today...** • **Thank you for listening...** then give the child some '**take up**' time. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break
4) Cool Off	Cool Off might be a short time away from the classroom with another class/TA/sunshine room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
5) Repair Restorative Conversation	**5 questions is usually enough from the following:** • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? **Imposition given if needed** (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)
Consequences Communication with parent/carers	 If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.
A formal meetingwith SLT and parents/carers.	If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.
Weekly behaviour meetings	Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.
Suspension	A serious breach may lead to a fixed term suspension.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Aggressive fighting
- All forms of bullying (when it has been confirmed as bullying)
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

School suspensions and permanent exclusions

Fixed Term suspensions

We believe that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

We use Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan. For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues.

In these cases, the Headteacher /SENDCo/ SLT and Pastoral staff will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

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. All parts of their school day should be considered including wraparound clubs, and all adults should be fully aware of their needs in those times too. 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 Pastoral 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 doing the right thing or that they are liked.
- calling out- this might be so they feel noticed and to also feel reassured

Some members of staff are trained in restraint. This is designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Staff trained in this are :-
Miss Victoria Mantle
Miss Sian Spink
Mrs Vikki Jones
Mrs Sheenagh Unwin

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.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an 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 eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the Borough. Children on reduced timetables will be reported to the Governors and the Primaryobjective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such eg. attending school trips but only if the behaviour is dangerous.

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/SeNDCO or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

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Is the policy working?

With all of the above reward systems we need to constantly evaluate:
- 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?

Behaviour plan

If behaviour is consistently poor as shown by internal referrals, lunchtime duty logs or becomes a cause for concern, a formal meeting will take place. This will be led by a member of SLT or Headteacher. There will then be agreed targets based on Boxhall profiling that will be monitored over a defined number of weeks. This will be known as the child being placed on a Behaviour plan. Parents will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Getting the Basics Right – Ensuring visible consistency
These simple consistencies are key to the success of the policy and need to beadhered 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. Children calmly 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 show 'wonderful walking' by walking calmly and quietly around school. If children are lining up they should do so alphabetically in 'legendary lines'.
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.
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.

Courage ★ Aspiration ★ Respect ★ Excellence ★ Collaboration ★ Creativity

Our Behaviour Blueprint

At **Randlay Primary School** high expectations of learning, behaviour and **respect** for each other underpin everything we do. We all **aspire** to achieve **excellence** with our **creative** and **collaborative** learners who approach challenges with **courage**.

We will all... Be ready Be respectful Be safe

Our Adults Will...
1. meet and greet
2. be calm, nurturing and caring
3. be consistent and fair
4. give first attention to best conduct
5. recognise over and above

We will recognise 'over and above' behaviour with...

Sticker Charts (KS1)

House Points

Positive Praise

School Value Nomination

A message home

Head Teacher Award

Relentless Routines

🚶 **Wonderful Walking**   👥 **Legendary Line**   👀 **1, 2, 3... Eyes on me**   ✋ **Super Stop**

Behaviour Management Steps

1 **Reminder 1 -** You willl be reminded of the 3 Bs.

2 **Reminder 2 -** You will be reminded of the 3 Bs.

5 **Repair -** Go to Mrs Stolic for a restorative conversation.

Red Card Behaviours
Physical violence, swearing, racism, homophobia or bullying in any form will result in an immediate step 5 and a conversation with parents.

3 **Reset -** Change space in the classroom (microscript)
- I've noticed that... (having trouble getting started, wandering around etc...)
- At Randlay we follow the '3 Bs' (Be Respectful, Be Ready, Be Safe)
- ...because of that you need to... (refer to the action to support behaviour e.g. complete learning at another table).
- Do you remember yesterday/last week when you... (refer back to positive behaviour).
- That is who I need to see today...
- Thank you for listening...
- I'm going to help you get back to your activity now.

4 **Reflect -** Have a restorative conversation with the teacher in a quiet place.
- <u>What has happened?</u>
- What were you feeling at the time?
- How did this make other people feel?
- <u>Who has been affected?</u>
- How have they been affected?
- <u>What should we do to put things right?</u>
- What should we do differently next time?

(Underlined questions are for our younger children, children in KS2 will be discussing all questions)

Restorative Practice

Definition
The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:
- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?
- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalization. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1
To respond to challenging behaviour:
- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2
To help those harmed by others' actions:
- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder:
I noticed you chose to…. (noticed behaviour).

This is a reminder that we need to be (Ready, Respectful, Responsible)You now have the chance to make a better choice.
Thank you for listening

Warning:
I noticed you chose to…… (noticed behaviour) This is the time I have spoken to you.

If you choose to break the rules again you will move to the table at the back/outside. This willalso mean you will miss some of your playtime.

(learner's name), do you remember when_____(model of previous good behaviour)? That isthe behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

Consequence/ calming time
I noticed you are still choosing to ....(noticed behaviour)

You need to go to sit at the table at the back/ to class ……… I will come and speak to you in three minutes.

If need-be – call the office to request support of pastoral leader / UPR / SLT.