



Bovey Tracey Primary
School

Relational Behaviour Policy

Approved By:	Headteacher
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Cycle Review:	Every 2 Years
Date of Next Review:	July 2024



BOVEY TRACEY PRIMARY SCHOOL

– RELATIONAL BEHAVIOUR POLICY

OUR MISSION:

To provide a real, relevant and engaging curriculum which is aspirational for all learners. We are dedicated to providing the best education for all children, inspiring bright futures and ensuring all pupils can reach their greatest potential. Our curriculum focuses on powerful knowledge which then enables children to be creative and take their learning to a greater depth, collaborating as they go. These are all skills which will serve them well in the future, along with the compassion and understanding of others to inspire them in the life ahead of them in a changing world. Everyone has a voice and every voice matters.

Policy Aims and Objectives

At Bovey Tracey Primary School, every child matters. Our skilled staff team ensure that all children are able to be supported and challenged. We are a caring community, whose values are built on high expectations, mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together positively. It aims to promote a calm, purposeful environment where everyone feels happy, safe and secure. We pride ourselves on excellent relationships and high levels of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that all behaviour is a communication and therefore negative behaviour can signal a need for support which we will provide without diluting our expectations.

Our policy aims to:

- maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- help children develop a sense of self-worth, identity and achievement
- help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

With a relational approach to behaviour, we ensure each child feels included and knows they must live and learn in accordance with our school values:

C – Compassion

H - High Aspirations

E – Equity

E – Excellence and Enjoyment

R – Resilience

S – Self Belief

We believe that positive behaviour management:

- is value led in accordance with our CHEERS values
- sets high expectations
- establishes and maintains clear boundaries
- rewards and celebrates positive behaviour
- uses reasonable consequences and restorative justice

Positive reinforcement should be our primary tool, with staff recognising and praising positive choices and behaviour. We have four golden rules in our school.

Our 4 Golden School Rules:

 Respectful

 Responsible

 Safe

 Kind

Our aim is to be proactive rather than reactive. Our objective is to foster a positive environment where children exhibit a sense of commitment and pride in the school as well as to promote excellent home/school partnerships with parents thereby encouraging effective two-way partnerships and genuinely celebrate the success of others.

Roles and Responsibilities

Maintaining good behaviour is the responsibility of **all** staff, governors and parents. This is a shared responsibility in which we expect positive role-modelling for our children as we develop their attitudes for all aspects of life.

Theory and Research

Our policy and approach has been informed by theory and research. The summary of which is taken from *'Guidance from Developing Relational Practice and Policy'* (Babcock International).

'Relationships are vital for all children in school. It is through relationships that children learn to feel safe, belong, understand themselves, others and the world. It is our way of being together that is most important. The relational approach is a universal approach to teaching and learning which influences whole school ethos, systems and policy as well as everyday practice. It is also a targeted approach to support those children who are most in need.'

The Children and Young People's Mental Health Taskforce in September 2014 produced a final report 'Future in Mind - promoting, protecting and improving our children and young people's mental health and well-being' - published by the government in March 2015. It recognises that attachment relationships have a direct bearing on children's capacity to succeed in school. It emphasises that relationships and a sense of belonging, are key to good mental health for all, but are essential for children who have experienced multiple relational losses and trauma. Children who have experienced trauma, have insecure attachments or who have had adverse experiences may present with complex behaviours. Some of these behaviours will be adaptive responses to their past experience or current situation, some will be related to difficulties with stress regulation. Their behaviour will be an expression of an emotional or an unmet need and in order to support them we need to be able to read their behaviour. This involves being able to empathise with their feelings and understand their thinking. We need to be able to use our knowledge of brain development, trauma and attachment to work out what we need to do to meet their needs. Studying the features of secure relationships helps us to understand how we need to be in order to build relationships. In order to be effective it is necessary to be personally reflective about how we are in relationships: what we feel and think and how this affects our way of being.'

It is vital to ensure that children's needs with regard to learning, literacy and language are assessed alongside assessments of their needs with regard to their social and emotional development. Intervention for learning, literacy and language needs to sit within our relational framework.

Schools must be inclusive to children of all ethnic backgrounds, gender and economic status. Some children will need additional provision to ensure that they are fully included and able to access the social and learning environment. For many children their needs will be best met through our relationships with them. There is a growing body of evidence indicating that relational approaches are vital in supporting children's well-being, enabling them to settle to learning and be fully included in school. As with all support we need to think about relationships in terms of our universal whole school and whole class approaches as well as targeted provision'.

When developing relationship based provision we think in terms of:

Developing Relationships – This involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy.

As part of universal provision, relationships are nurtured through our PSHE curriculum, our school values, assemblies and through our ethos of fostering social and emotional development using the Thrive approach. Classes will each have their own agreed 'charter' or rules, within a framework of looking at both the rights and related responsibilities of the class. These ensure high expectations are set and are continually reinforced and evaluated to ensure all children feel safe, are able to learn and have their voice heard.

Targeted support may be required from individual children in which case specific Thrive support may need to be accessed and/or a Relational Support Plan put in place.

Responding and Calming – Using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crisis.

As part of our universal provision, staff showing awareness about how our faces, voices, body language continue to provide a sense of safety to the child. It is helpful to be curious about what is beneath behaviour – all behaviour is a communication. Use of the VRF's (Vital Relational Functions) support co-regulation enabling staff to act as co-regulators to support children manage feelings.

Targeted support may be required through individualised co-regulation or de-escalation plans. This will enable our staff team to use planned strategies to support children in times of overwhelm, keeping them and those around them safe.

Repairing and Restoring – using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.

As part of our universal provision, our PSHE curriculum and circle-time supports the development of everyday restorative interactions. We also have Peer Mediators on duty at lunchtime in Key Stage 2 and Year 5 and 6 children also have posts of responsibility on the playground for EYFS and Key Stage 1 and are available to support. Our aim is to support change by ensuring that all parties learn from any incident, have their needs identified and supported and are enabled to repair and restore relationships.

Targeted provision includes supporting individual children to understand the natural consequences of behaviour and enable them to repair relationships by being supported to explore restorative approaches.

We are advocates of the THRIVE approach and have benefitted from learning about recent advances in neuroscience, attachment theory and child development. The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip us to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.

This guidance is based on the following values and beliefs:

- An ethos based around inclusive and compassionate principles is beneficial to the well-being of all children.
- All children wish to belong, achieve and contribute to their school, family and community. Child centred approaches, where their voices are central and where plans utilise their strengths, resources and qualities are integral to success.
- High levels of nurture and empathy, with containment and structure, support children to feel safe. Children need clear boundaries, predictable routines, expectations and regulated responses to behaviour.
- Natural consequences that can follow certain behaviours should be made explicit, without the need to enforce sanctions that can shame and ostracize children from their peers, school community and family, leading to potentially more negative behaviour. Responses to behaviour should ensure that children feel safe and that all needs are met.

- Behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child's behaviour without addressing these needs.
- Children need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.
- Relational, regulatory and restorative approaches are more effective in supporting the development of internal control and regulation. Not all behaviours are a matter of choice and therefore external control will not be effective in changing behaviour.
- Theory and research on attachment, neuroscience and adverse childhood experiences advocate the use of relational and restorative approaches rather than those that are behaviourist and punitive. We therefore recognise that punitive approaches may re-traumatise children and further embed the behaviours causing concern

Relational Approaches in School

Managing Behaviour

In instances of low-level disruptive behaviour, children are well supported and guided in making a more positive choice. This may be through establishing eye contact to prompt children, a positive verbal reminder of what is expected (E.g. 'I know that you can show positive listening and choices'), a quiet conversation or coaching, standing near to the child to support them in re-focusing their attention or using the 5-point scale to check in and support their reflection on their current level of focus and compliance with our rules and what needs to be done to move down the scale. More persistent disruption may result in moving the child to a different space in the classroom to provide time to regulate and re-focus. If a longer conversation with the child is needed, the member of staff may arrange to have 'time-in' with the child at break or lunchtime so that they can provide the 1:1 support and discussion needed to support and problem solve.

Rewards

We aim to use verbal praise to positively remind children that they are doing well, working hard, making a positive contribution to their class and their peers and display polite manners.

In addition, in the Early Years and Key Stage 1, children are awarded 'gems' and in Key Stage 2 stars and house-points are used to celebrate positive actions. These rewards also feed into agreed whole class rewards within phases. Additionally, each week, class teachers award two merits per class to recognise and praise remarkable things.

Negative Behaviour

If children make 'low level' inappropriate choices, they will be supported and guided in making a change to their behaviour.

This will often involve initially a non-verbal prompt, followed by a positive reminder of the expectations. If need be, they may be asked to move places or to work elsewhere in order to support concentration and/or to stop the distraction. This will support self-regulation and enable the child to re-connect with and continue their work (e.g. 'I'm going to ask you to move to another space

in the classroom so that you can show me how good your choices can be'). Children will not be 'sent out' to sit or stand in the corridor or demeaned in any way.

If a child escalates, they will be given a verbal warning. Their name will be discreetly recorded (e.g. not recorded publically on the board).

If a second verbal warning is needed, the staff member will explain that they will need to have 'time in' with the child at break/lunch time to reflect on their behaviour and address any difficulties or challenges in a restorative way.

If a child's behaviour escalates, they may be asked to check in with their Phase Leader/another class in the phase, to work elsewhere to allow time to regulate and re-focus or to have time with an adult during break or lunchtime to address the on-going concerns. If this is a repeated pattern of behaviour, the teacher will share concerns with parents to work together on a plan to address these concerns.

Where there are persistent issues such as a child needing time in with an adult three times in a week, the child will need to see their Phase Leader. This will facilitate a discussion to reflect on the actions that have led to reaching this stage and what needs to be done to avoid it happening again. This will be recorded on CPOMS as an incident behaviour log.

Teachers need to keep track of low level disruption and should document any concerns, including any more serious behavioural events on CPOMS.

Key points to note to ensure consistency:

- ✚ Early conversations with parents are essential where there is evidence of negative behaviours
- ✚ Providing time to regulate in class is a positive step
- ✚ Clarity of spoken expectation matching acted and inferred expectation is important
- ✚ Staff must plan for providing clear expectations – for example, are hands up required? Is this a free discussion or is there an expected volume level?
- ✚ Non-negotiables universal provision is in place in all classes. This ensures that the classroom and school environment is calm, positive and conducive to learning. This provision is designed to support children's regulatory systems and maintain high expectations.

To clarify expectations:

It is not acceptable to:

- **Leave the classroom or space you are working in without permission. This would result in 'time in' with a teacher during lunchtime to support the child in understanding the reasons why this is not acceptable and developing strategies to avoid this happening again in the future. This will happen immediately for younger children.**
- **Leave the school site without permission of a school adult**
- **Refuse to follow instructions from an adult**
- **Behave aggressively, including fighting and 'play fighting'**
- **Be verbally aggressive to an adult or child**
- **Deliberately damage property – it will need to be replaced or paid for**

More serious behaviours and exclusion

Certain behaviours are more serious and need to be responded to more robustly. This may result in either internal exclusion or exclusion from school for a period of time. In either case, all staff need to be sure that they have done everything possible, in line with the policy, before taking these steps. If internal exclusion or exclusion are likely, it should be discussed with the Head, Deputy and Phase Leader at an appropriate time before discussing this with the child or parents.

In order to ensure that everything has been done to avoid exclusion, we need to ensure that the following is in place:

- ✚ Positive adult – child relational approach
- ✚ Consistent universal non-negotiables in place
- ✚ Targeted adaptations to learning experiences and environment to meet the child's needs
- ✚ Consistent approach to managing behaviour over time including clear relational, Thrive strategies, attachment informed approach
- ✚ Close links and partnership with parents

If you are unable to follow up an incident immediately, it may be appropriate to tell the child you will discuss the fairest course of action with them at a later point once everyone has calmed down. If unsure of the appropriate action at any stage, adults should explain to the children that you need to discuss the fairest course of action and discuss things with the Head, Deputy and Phase Leader.

All adults should be implementing these expectations and should be viewed as equal by the children in terms of behaviour expectations, consistency and following up on behaviour. Class teachers are primarily responsible for the child's behaviour so concerns and actions need to be discussed with them in the first instance.

This policy is for all areas of school life.

Behaviour at break and lunch times

Phase Leaders ensure that there is adequate supervision for each Phase at break time. At lunchtime, our Lunchtime Team supervise meal-times and play-times. Training for our Lunchtime Team ensures that there is a consistent approach to manage behaviour embedded in our relational approach. Thrive strategies such as the VRF's (vital-relational functions) and shining a light on positive behaviours are included as part of our Thrive-based, relational approach.

In line with strategies outlined previously in this policy, staff on duty at break and lunchtime will focus on verbal feedback and positive reinforcement in recognition of positive behaviour choices, to remind children that they are doing well and to celebrate our CHEERS values being applied.

In cases where there are instances of negative behaviour, staff on duty and the Lunchtime Team will:

1. If children make 'low level' inappropriate choices, they will be supported and guided in making a change to their behaviour. This will often involve initially a non-verbal prompt, followed by a positive reminder of the expectations – 'We want to keep you all safe so please remember our one way system on the play trail'.
2. If a second verbal warning is needed, the child will be asked to stand with an adult or sit on the calm down bench to support regulation and allow the child time to calm down and

reflect. This will support self-regulation and enable the child to re-connect with the expectations of behaviour. This 'time in' to calm down will be positively explained (e.g. 'I'm going to ask you to have 5 minutes on the calm down bench so that you can show me how good your choices can be when you re-join your friends to play').

3. If the child's behaviour continues to cause concern, the member of staff will explain that they will need to share their concerns with their class teacher or Phase Leader. This will mean that the child will need to then have 'time in' with a member of staff at break/lunch time to reflect on their behaviour and address any difficulties or challenges in a restorative way before re-integrating onto the playground. This time will be used to reinforce the need to keep to the rules so that everyone can enjoy positive play and help to keep one another safe. The clear expectation reinforced will be that to use the playground, our school golden rules and the specific rules of the playground, need to be consistently followed.
4. If there is a repeated pattern of behaviour, the teacher will share concerns with parents to work together on a plan to address these concerns.
5. Where there are persistent issues such as a child needing to be off the playground for time in with an adult three times in a week, the child will need to see their Phase Leader. This will facilitate a discussion to reflect on the actions that have led to reaching this stage and what needs to be done to avoid it happening again. This will be recorded on CPOMS as an incident behaviour log. Parents will be contacted at this point so that they are aware of the concerns raised and can talk through the plan for playground re-integration.
6. Reparative steps will be taken once the situation has been resolved such as relevant apologies being made and sharing of agreements made.
7. Quieter spaces are offered in each phase at lunchtimes.
8. We ensure the Lunchtime Team members on duty know the needs of the children, via the COAPs (Class On a Page information sheets).

Special and Exceptional Circumstances

Disruptive or challenging behaviour can be an indication of unmet needs. Where concerns have been raised about a pupil's behaviour, staff should try to identify whether this is a sign of needs not being met. Similarly, where concerns are raised, as a school we will try to identify whether there are any causal factors and intervene early. In this situation, consideration will be given regarding whether it is appropriate to involve any advisory teams to support or an Early Help assessment may be required which goes beyond the pupil's educational needs.

In order to understand behaviour, our staff team may conduct a functional analysis of the behaviours using 'ABC forms'. This involves collecting data for specific behaviours every time the behaviour occurs. This means noting what happens immediately before the behaviour, the time of day and other situational details. Staff will also note what happens immediately afterwards. By collecting this data we can search for patterns and trends which in turn helps us to determine what is triggering the behaviour so that we can have a more informed view regarding the best way to deal with it.

In exceptional circumstances whereby concerns regarding a child's behavioural presentation is cause for concern despite a graduated approach being employed, appropriate support will be put in place.

This may include part-time timetables, alternative provision and in exceptional cases, a move to a specialist provider.

Behaviour and SEND

In order to manage behaviour we are committed to working to understand it within the context of a child's additional needs. For example, it is important to remember that children with SEND or a developmental need, may encounter difficulties communicating their presenting needs or regulating feelings. We are committed to understanding the difficulties that individuals with SEND may experience, and to providing them with support, understanding and encouragement. Such support may include targeted provision such as alternative communication, visual support (for example, visual timetables), social stories, achievable and realistic goals, additional support within the classroom setting, structured play activities, circles of friends, Thrive etc. and will always seek to support the child whilst ensuring the positive, calm learning environment for all children is maintained.

Supporting Staff Well-being and Professional Development

Our staff team can access support daily by our Leadership Team - their Phase Leaders, the Deputy Head/Inclusive Learning Leader and Head Teacher. This includes individual supervision, coaching and mentoring as needed and the opportunity for their voice to be heard through talking with one of our leaders. Where required, the Leadership Team will ensure that staff are de-briefed, a change of adult offered in situations and staff involved are offered a chance for a break and refreshment in order to support their own self-regulation and welfare following an incident.

Our CPD programme includes opportunities for on-going training and our system of Performance Management enables bespoke support and training to be discussed and planned. All staff have access to contact details for external support providers should they wish to access this.

Misuse of ICT Systems and the Internet

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in our policies on E-safety and acceptable use. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate. Where a staff member misuses the school's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures and staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

Policy Links

This Behaviour Policy links to the following other policies that we hold in school:

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- E-Safety Policy
- Equality Policy
- Health and Safety Policy
- PSHE Policy

- SEND Policy

Policy Review

This policy is reviewed every two years. However, it functions as a practical guide and is therefore reviewed whenever issues arise which generate new ways to articulate or develop our approach and practices.