Relationships and Behaviour Policy

Perseverance Excellence Acceptance Respect Leadership

This policy and our practice have been hugely inspired and influenced by the book 'When the AdultsChange, Everything Changes' by Paul Dix (2017), www.innerworldwork.co.uk, www.beaconhouse.org.uk

"Schools that believe children should get what they deserve respond to poor behaviour differently to schools that believe children should get what they need"
Paul Dix, 'When the adults change, everything changes' (2017)

At Pearl Hyde Community Primary School we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by:

- Acknowledgement of the child and the child having the knowledge that you have them in your mind.
- Caring about children as individuals, showing that we care about how they are feeling and what they are doing.
- Building strong relationships between staff and pupils.

Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not there to punish) and children must understand and believe this.

This policy is developed to ensure guidance for all stakeholders in order to promote safe, kind and respectful behaviour in school which reflects our Pearl Hyde Way. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school.

The aims of this policy are ...
- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire

for excellence, using challenging,active and creative personalised learning.

- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

At Pearl Hyde Primary School, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely. We want to encourage these children and to help and encourage the children who may find it difficult to behave safely at all times, to understand and manage their behaviour more safely. Ultimately, we recognise that…

Burying children in punishment builds a deep resentment

For the child it often creates a permanent breach of trust

Paul Dix: When the adults change everything changes

Recognition systems to promote safe behaviour

As a starting point, we have in place a variety of systems to promote positive, safe behaviour:

- Clear and concise expectations of behaviour (Perseverance Excellence Acceptance Respect Leadership) will be described, modelled and encouraged through class assemblies, playtimes, lunchtimes and in class time to ensure that all children understand what is acceptable and safe.
- Unconditional positive regard will be reinforced with all pupils and stakeholders at all times
- Calm corridors are the expectation
- Verbal and written praise from the class teacher or other adults in school for good learning, effort or behaviour.
- Encouraging children to go above and beyond and rewarding children that do with praise, tokens or stickers.
- Children who have done some great learning will be asked to share their learning with other teachers and classes.
- Teachers will share information about a child's behaviour – either by the phone, face-to-face, email to parents – to celebrate kind, respectful and safe behaviour. We should share good news with parents regularly and model to children that we are doing this.
- Children can earn tokens for their 'House' when they show our values. This feeds into our house system.
- Every half term parents will be asked to attend a celebration assembly where children will be awarded Values certificates as well as awards for individual subject work.
- Interactive Recognition Board in each class which recognises children who have shown our values. These can also be used to improve the general behavior of the class with adding a specific target that children are finding more difficult. An example could be 'responding straight away to the stop signal' children that do this well would have their names added.
- Pearl Hyde has specific recognition rewards for reading and attendance as these are key school drivers.

Supportive systems to understand and change behaviour

We understand that occasionally children will behave inappropriately. When children display unsafe or unacceptable behaviour, there are several layers of

consequences in place to encourage them to manage their behaviour in a positive way.

Restorative Approach

We recognise that consistent rules, boundaries and crucially the way they are applied is the key to a successful learning environment. Rules and consequences are a tool used to promotegood relationships, so that people can work together with the common purpose of helping everyone learn. Restorative approaches are important so that unacceptable behavior is not repeated. Restorative approaches are based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILTY - taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are notrepeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to be successful.

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. This approach starts with a conversation if conflict arises over low- level issues i.e. friendship breakups, disputes over games, running in school and not responding to reason able adult requests.

Traditional		Restorative
What's happened?		What's happened?
Who's to blame?	*becomes*	Who's been harmed and in what way?
How should we punish them?	*becomes*	What needs to happen in order to put things right and ensure that this never happens again?

Process of Restorative Approach

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Explain format:
- Only one person talks at a time.
- No interrupting.
- Be respectful of each other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures
    are to be taken in order to follow the school's child protection policy.
    - If young people do not meet expectations or are still /become angry,

stop mediation! Questions will be first asked to the person who has been

harmed and then to the harmer.

EYFS and Key Stage 1
- What's happened?
- Who has been harmed and in what way?
- What needs to happen now in order to put things right and ensure this never happens again?

Key Stage 2

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. Feedback to parents will be given when a child has been harmed. The parent of the harmer will also be informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

<u>Signal, Pause Insist</u>

As part of having high expectations of learning behaviours it is crucial that we have consistency in how we stop children so that they are ready to listen, getting this right from the start of school is of paramount importance so that children listen immediately in the classroom, playground and hall. At Pearl Hyde we raise our hand and expect every child to be stop immediately and copy the signal.

If children do not stop as part of our insistent phase then we would follow the process below and issue warning and then consequences.

A stepped approach to consequences

We help support children to make the right choices, first time, through a series of 'stepped consequences'
All staff will consistently use the following sentence stems to make explicit the expectations ofchildren who are beginning to show unsafe or unacceptable behaviour.

1st Stage: First verbal reminder
This stage makes explicit the expectation. Examples are…

"I am expecting you to……..(not talk when I am talking, etc)"
"It was the rule about….(walking safely round school) that you broke then" *"This behaviour is stopping learning. What do you need to behave appropriately so that everyone can learn?"*

2nd Stage: Second verbal reminder- Write name or initials on the board (small)
This stage makes explicit the expectation followed by the natural consequence. Examples are…

"I am expecting you to complete your work. When children do not finish their work, they will need tostay in to finish it at playtime"
"I am expecting kind hands at all times. When children don't use kind hands they need to sit/ play separately from others so everyone can be kept safe"

3rd Stage: Implement consequence highlighted in the 2nd stage

At the point of consequence a reflection sheet should be

completed- please see below for further details.

4th Stage: If behaviour was repeated again

"I can see you are still finding it hard to…/ not to…. I am not going to give up on you, how can Ihelp?" *I need this behavior to stop so that I can help you. Lets talk about what has happened. Take a time out (2/5 min) then we can discuss how to help you.*

5th Stage: If these strategies have not de-escalated the behaviour, it may be appropriate for you to call for a member of SLT to support you. If children do not regulate their behaviour or are repeatedly moving through the stages a meeting with parents should be called promptly to discuss this. As part of the meeting, it should be clearly communicated with parent and child what the next steps will be and what the child needs to work on. This should be written down so that all parties have a copy.

Appropriate and timely consequences that can be used as part of the above system
Missing a proportion of free time- this should be age and stage appropriate (age + 2)
Being asked to have 2-5 minutes of reflection time in another classroom or quiet space
A temporary removal of school privileges that the child can earn back

In most cases these consequences will be enough. In rare and extreme cases of continued or destructive behaviour that leads to the harm of adults, children or property the school recognizes that other consequences many need to happen:

Consequences for extreme behaviour
Internal suspension. An agreed amount of time out of the child's own class in another classroom or with a member of SLT.
Suspension
Permanent Exclusion

We recognise that some children can find it harder to regulate their behaviour during lunchtime. If children are finding it difficult to behave appropriately and behave in a way that is not aligned with our values the same stepped approach to consequences should be used as above. However, the warning and consequence will slightly change due to the adult child ration on the playground. This is outlined below.

1st Stage: First verbal reminder
This stage makes explicit the expectation. Examples are…

"I am expecting you…...not to playfight on the playground and to use kind hands, lets think of an safe game you can play together.

2nd Stage: Second verbal reminder
This stage makes explicit the expectation followed by the natural consequence. Examples are…

"I am expecting you to play safely, if you continue to play fight you will need to go to the reflection room away from others so everyone can be kept safe"

3rd Stage: Implement consequence highlighted in the 2nd stage

The reflection room will be in classroom 7 and will be supervised by a member of staff, often a member of SLT. The member of staff will investigate what has happened using the Restorative Approach as outlined above. The member of staff will decide if the child needs complete a 'Reflection Sheet'

The Pit Stop will now be used as tool for children to self regulate or indicate that they need support. A child may use Pit Stop if:

- They recognise (this many be through adult suggestion) that they need some time to calm down
- They have no one to play with

Adults that are outside should check in on children in Pit stop.

If a serious incident occurs outside where children have hurt each other intentionally or someone is being unsafe they should be sent immediately to the Reflection Room. If at any point a child refuses to go the Reflection Room a

member of SLT should be called for through a Walkie Talkie.

Reflection Sheet (Appendix 1)

We have chosen to implement a Reflection Sheet as part of our restorative practice. This is to aid the child in recognising the behaviour and how it has affected others. This can be talked through with the child and scribed by the adult or completed by the child themselves. All reflection sheets should be placed in the folder in the headteacher's office so that they can be used to support behaviour monitoring. Reflection sheets should be used when a child accesses the Reflection Room or at stage 3 of behavior within lessons.

Further support if required

At Pearl Hyde we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that sometimes this can be different for every child who has their own needs so may look different. Behaviour is part of everyday school life and we should have open and honest conversation about behavior with all stakeholders in order to find ways to support children.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)
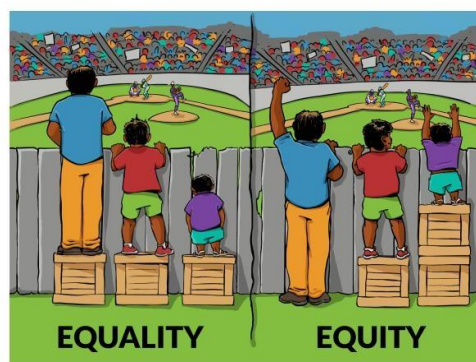
- As much as all classrooms embody the nurturing ethos, some children who need extra support through the learning mentor. This may be on an ad-hoc basis in that there has been an unforeseen circumstance (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing.
- Other children who need more specialised support will be identified and assessed in order to support gaps in their development. They will have a short-term set timetable of time to spend with the learning mentor before being integrated.
- Children with identified social and emotional needs will have extra support and regular catch ups between teachers and SLT will happen to support these children. The constant review of next steps will be shared with parents and carers at all times.

Why crush behaviours with punishment
when you can grow them with love?

Visible consistency with visible kindness
allows exceptional behaviour to flourish

Paul Dix: When the adults change everything changes

1. What happened? Write or draw what happened

2. What were you thinking about at the time? Write your thoughts in the thinking bubble.

How did it make you feel? Draw your facial expression

3. What have your thoughts been since the incident? Write them in the thinking bubble.

Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.
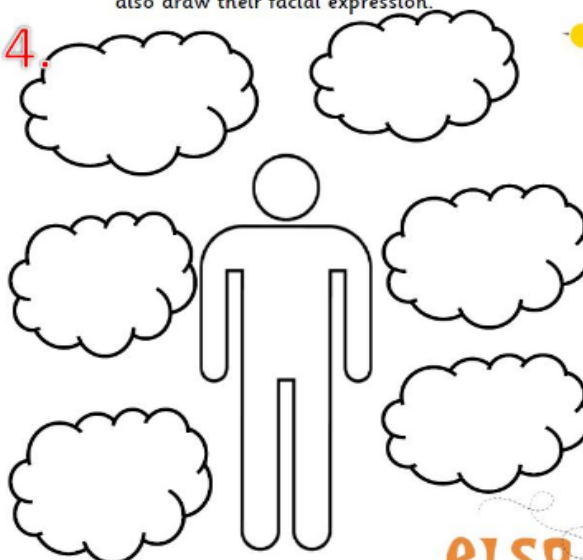
5. What do you need to do now to make things right? Write in the speech bubble.

Restorative Practice

ELSA support
www.elsa-support.co.uk

Appendix 1