

# Relationships and Behaviour Policy

STARCROSS PRIMARY SCHOOL & PRESCHOOL



**Approved by:**

Starcross Governors

**Date:** 28 June 2023

**Last reviewed on:**

28 June 2023

**Next review due by:**

28 June 2024

## **1) Behaviour Policy Principles**

Starcross Primary School and Preschool is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We believe that good behaviour is a necessary condition for effective teaching and learning. Everyone is entitled to learn, teach and work productively in an atmosphere that is happy, safe, courteous and tolerant, therefore everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Positive relationships are the foundation of our approach to supporting our pupils with positive behaviour choices and we promote good behaviour based on mutual respect between all members of the school community.

## **2) Intent of the behaviour policy**

To provide simple, practical procedures for staff and children that;

- Foster the belief that there are no 'bad' children, just 'bad choices';
- Encourage children to recognise that they can and should make 'good' choices;
- Recognise and share what expected behaviour looks like;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive intervention

## **3) Aim of the behaviour policy**

- To provide a safe, comfortable and caring environment where everyone can learn well;
- To ensure that all children are treated fairly and shown respect
- To promote good relationships
- To provide clear guidelines for children, staff and parents of expected levels of behaviour
- To provide a consistent approach in which all adults take responsibility for behaviour and follow up personally
- To help children take control of their behaviour and be responsible for the consequences of it
- To ensure that excellent behaviour is a minimum expectation for all.

## **4) All staff will:**

- Meet and greet children at the start of the day
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectations
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to our school rules

## **5) The Head teacher and The Senior Leadership Team will:**

- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.

#### **6) Parents will:**

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.)
- Inform school about any issues at home that might affect a child's learning or behaviour

### **A consistent approach**

#### **7) Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion - 'deliberate botheredness'

#### **8) Children want adults to:**

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

#### **9) Rules**

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules are further discussed and developed at a class level. It is essential that parents and teachers work together through discussion and action on any problems which develop. Our school rules are:

- **We show respect for one another and our school**
- **We listen to each other and follow instructions**
- **We are kind to one another**
- **We try our best in our learning**

Rules are discussed and agreed with the children and they are shared and reinforced daily.

In addition to our rules, we have expectations of children’s behaviour in class and moving around school using the consistent language for three routines:

- **Smart Sitting**
- **Wonderful Walking**
- **Legendary Lining Up**

Posters showing visual and written explanations of these expectations are visible in each classroom.

### 10) Rewards and Consequences:

Rewards are used to promote positive behaviour choices and to praise and encourage children. We have a clearly defined and explicit system of rewards to promote desired behaviour; these are tailored to the children at age and stage appropriate levels.

The following table clearly explains the rewards and consequences:

#### **Recognition and rewards for good behaviour and effort**

Steps		Actions
<b>1</b>	Daily <b>Positive praise</b>	A quiet word, a smile, thumbs up or nod.  Award of a team point.  A quick word with a parent or carer at the end of the school day.
<b>2</b>	Ongoing <b>Positive Notes home</b>	Positive Notes home are completed by any staff who notice children going ‘above and beyond’. These are small notes which are handed to the child to share with their parents/carers.
<b>3</b>	Weekly <b>Worker of the week and special mentions</b>	In Happy Assembly on a Friday, one pupil per class is chosen to receive a ‘Worker of the Week’ certificate. This is awarded for particularly good effort or high quality work.  Several children are chosen for special mentions per class each week, and announced in assembly to recognise those showing positive learning behaviours, high quality work and/ or modelling the school values.
<b>4</b>	Weekly, or ongoing, depending on age/stage <b>Whole-class treat</b>	A whole class treat is earned through collecting marbles, or a similar indicator, over time. Marbles are collected for the demonstration of specific behaviours, which are shared with the children regularly.  With younger children, class treats are earned weekly and may be extra play time or a special event. With older classes, class treats are earned over a longer period and may be something like a special afternoon of activities chosen by the class.
<b>5</b>	Half-termly <b>Team point winners reward</b>	The winning colour team each half term receives a special treat decided by the Headteacher.

## Sanctions for poor behaviour and effort

Steps		Actions
1	Reminder	<p>A reminder of the school rule or the requirement (I needed you to....) delivered privately wherever possible.</p> <p>Repeat reminders if reasonable adjustments are necessary.</p> <p>Take the initiative to keep things at this stage.</p>
2	Second reminder	<p>A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Reminder of the requirement.</p>
3	Last chance	<p>Speak to the child privately and give them the final opportunity to engage. If not already done so, the child is moved within the classroom.</p> <p>Offer a positive choice to do so and refer to previous examples of good behaviour. Use a short, scripted, intervention (Microscript).</p>
4	Time out	<p>Time out will usually involve the child being asked to take some work to a different 'buddy' classroom for a short time. A timer will be set to show them when they can return to their class. The teacher in the class they are sent to will have a quiet conversation with the child about the reason they have been asked to take a time out.</p> <p>If a child needs a time out from the playground, the adult on duty will radio for a member of the SLT to meet the child and support the time out process.</p> <p>The time out is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves.</p> <p>On return to the classroom or playground, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.</p>
5	Repair	<p>This might be a quick chat at break time in the playground or a more formal meeting e.g. held at lunch time (Restorative conversation)</p> <p>The Restorative Meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future.</p> <p>A proforma is available for children to use to prepare for the meeting if required / felt appropriate.</p>
6	Pastoral support programme	<p>A bespoke package for children deemed to be at risk of exclusion. This will include a Behaviour Support Plan and specific work with an adult, either 1:1 or in a small group. This stage may involve seeking the advice of other professionals.</p>
7	Exclusion	<p>Parents informed firstly by telephone and then confirmed by letter.</p> <p><b>Internal exclusion</b></p> <ul style="list-style-type: none"> <li>• Child has no contact with own class or classmates.</li> </ul>

	<ul style="list-style-type: none"> <li>• No access to playground with peers (outside time supervised by an adult). <b>Fixed Short Term Exclusion</b> (up to 5 days per term)</li> <li>• Followed by a reintegration meeting on the child's return. <b>Fixed Long Term Exclusion</b> (up to 45 days per year).</li> <li>• Followed by a reintegration meeting on the child's return. <b>Permanent Exclusion</b></li> </ul> <p>Child is removed from the school roll.</p> <p>See Exclusion policy for further information.</p>
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Although we are definitely more likely to concentrate and celebrate success and reward children appropriately, we believe that when sanctions are necessary they should be:

- timely
- consistent
- overtly fair
- explicit to the children
- non-confrontational

If a child requires a second consequence, the class teacher will let parents/carers know this has happened via a phone call or at pick up time. If we find that this level of behaviour is repeated over time, we will ask to meet with parents/carers to discuss how we can further support each child.

## 11) Preschool:

We recognise that children within the pre-school class may have differing needs to those of statutory school age. Where possible the policy has been written to be fully inclusive of all pupils regardless of their age and stage. However, there are some age specific considerations that are considered for children within the pre-school.

- Where and when appropriate children will be split into age and stage appropriate structured groups / 1:1 as required. i.e. circle times.
- Staff to child ratios 1:4 for under 3 years and 1:8 for 3+ years as this helps to provide a safe, disciplined environment.
- All children will be allocated a Key person to support their individual interests and needs to provide a stimulating and engaging environment.
- Working in partnership with parents we will write up a behaviour sheet to agree strategies for supporting appropriate behaviour.
- Children's developmental/medical/special educational and disability details are available for all staff to quickly identify children who may experience difficulty.
- In preschool there exists a clear list of guidelines, (visual display) agreed with the children, of what constitutes acceptable and unacceptable behaviour, based on the children's rights to quality teaching and learning. The sanctions, for failing to adhere to these guidelines, are made clear to the children in age/stage appropriate manner throughout the day. The 3 routines of wonderful walking, smart sitting and legendary lining up are used in pre-school.

## Children under 3 years:

When children under 3 years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

We recognise that the very young are unable to regulate their own emotions, such as fear, anger or distress and require sensitive adults to help them to do this.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will always be calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help them resolve issues and promote understanding with a solution based focus.

If tantrum, biting or fighting are frequent, we will endeavour to find out the underlying cause.

We focus on ensuring the child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

## Preschool consequences:

We understand that the consequences used with children from ages 4-11 in school need to be amended to age appropriate levels for our pre-school children. Consequences for pre-school children to support their understanding of expected behaviours are as follows:

- 1 Warning to remind of a child of appropriate behaviour and them to be given choices to correct inappropriate behaviour.
- 2 If behaviour continues, move child away from cause, change of activity. Depending on age/stage of child an adult may sit with them.
- 3 Give the child time away in quiet area (within the room) using a sand timer, length of time dependent on child's age. Adult to explain to the child that they will have some thinking time. Adult may sit with them. after timer has finished adult will help resolve the situation with child. Child allowed to continue with activity if appropriate.
- 4 If behaviour continues the child will return to the quiet area with an adult and a Manager will contact their parent and may ask them to be removed for the remainder of the session.
- 5 Finally, if the behaviour continues on the child's return and it is deemed appropriate the Managers will speak with the Head teacher, who will speak to their parents, and may impose a fixed term inclusion if warranted.

## 12) Fantasy aggression:

Young children often engage in play that has aggressive themes, such as a superhero and weapons play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying: although it may be inconsiderate at times and may need addressing using strategies.

We recognise that fantasy play also contains many violently dramatic strategies e.g. blowing up and shooting, and the themes often refer to "goodies" and "baddies" and as such offer opportunities for us to explore concepts of right and wrong / good and poor choices.

We are able to tune the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of "teachable moments" to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

## 13) Hurtful behaviour:

We take hurtful behaviour very seriously. Most children under the age 5 will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to

label this behaviour as “bullying”. For children under 5, hurtful behaviour is momentary, spontaneous and often without consciousness of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways toward others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will endeavour to help them to manage these feelings, as they have neither the biological means or the cognitive means to do this themselves.

For children of all ages, we understand that self-management of intense emotions, especially anger, happens when the brain has developed neurological systems to manage the physiological processes that take place, when triggers activate responses of anger and fear. Therefore, we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour.

We recognise that young children require help understanding the range of feeling they experience. We help children recognise their feelings by naming them and helping children express them, when making a connection verbally between the event and the feeling. Upon request, we will share our strategies with stakeholders in order to maintain a consistent approach.

We help a child understand the effect that their hurtful behaviour has had on another child: we do not force children to say sorry but, through restorative conversations, we encourage this where it is clear that they are genuinely sorry and to wish to show this to the person they have hurt.

When hurtful behaviour becomes problematic we will always work with parents to identify the cause and find a solution together.

Where this does not work we use SENDCO practice to support the child and family, making the appropriate referrals to the relevant professionals where necessary. Tish Broome is the Preschool SENCO Assistant and works under the direction of Tamsin Vanderford the SENDCO of the Primary School and Preschool.

## **14) Additional consistency guidelines for staff**

### **a) Movement in and around school**

Wonderful Walking

All movement in and around school should be purposeful and should follow the guidelines on the Wonderful Walking posters. Staff should see that all children are suitably supervised when moving around the school. Children are expected to behave appropriately whether with an adult or not.

At play time,

Children will be escorted to the playground by an adult.

At the end of playtime, the member of staff on duty will ring the bell once to signal for the children to stop. They will then ring it again to signal children to go to their class lines. Class teachers will collect their class from their place in the playground.

### **b) Playtime supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.



A minimum of three staff members are required to supervise playtimes and at least one of these must have a First Aid qualification. Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision. These principles also apply to Meal Time Assistants on duty at lunch times.

## **15) Links with other policies**

### **SEND**

We recognise that repeated poor behaviour choices can -

- Constitute a Special Educational Need in itself (concerns related to repeated misbehaviour may warrant a child being placed on the SEN register).
- Be indicative of a learning difficulty
- Be indicative of lack of appropriate social skills
- Be indicative of emotional upset related to in-school circumstances e.g. bullying
- Be indicative of emotional upset related to out of school circumstances e.g. abuse, bereavement, family turmoil

Staff raise any such concerns with the SENDCo through the 'Initial Concerns' process. We use a graduated response to support pupils who consistently find it difficult to make good behaviour choices and draw on support from external agencies where appropriate.

To support continuity of approach, key information about pupils who may benefit from specific support is available for staff new to working in a particular classroom.

### **Anti-Bullying Policy**

Our School's ethos should be the greatest tool to prevent bullying. Our Anti-Bullying Policy complements key elements of our behaviour policy. However, it is important to state that Starcross Primary School and Pre-school will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

### **16) Breakfast club**

- All children are invited to attend breakfast club, and although children are free to choose from the range of activities available we expect them to abide by the school rules at all times. In the case of severe breaches of these rules, the offer of a place may be withdrawn.

### **17) Additional notes**

Additional guidance, DfE's publication of guidance - July 2013

Power to use reasonable force - Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Staff must always inform a member of the SLT, record on CPOMs and complete the appropriate episodes of handling record (held on Sharepoint) if restraint has taken place.**

- Additional guidance, following the DfE's publication of updated guidance in 2016. Headteachers and teachers were also given the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Para 21, Section 90 of the Education and Inspections Act 2006)

1. misbehaviour when the pupil is
  - taking part in any school-organised or school related activity
  - travelling to or from school
  - wearing school uniform
  - or is in some other way identifiable as a pupil of the school
2. misbehaving at any time, whether or not the conditions above apply, that
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## **18) Monitoring and Review**

### **Monitoring:**

The School Leadership Team and the Preschool Managers will monitor this policy and its application by:

- Inspection and analysis of relevant behaviour records using CPOMS and through regular feedback where appropriate from staff, children and others affected by this policy.
- Discussions of behavioural issues at meetings with headteacher, key person, staff and regular volunteers.
- Continuing to review strategies and involve other professionals, SENDco, C&I/SEMH team etc.
- Informing parents at each stage of the process and involving them in setting strategies to support the pupil.

The governing body will review this policy every three years. However, it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

## **Appendix 1**

## **Additional details**

### **Stage 3 - Last chance – Microscript / 30 second intervention**

I notice that you are....poor behaviour

It was the rule about ...rule .....that you broke.

You have chosen .... sanction

Do you remember yesterday/last week when you...did something good?

THAT is who I need to see today...Thank you for listening. (Then give the child some take up time)

### **Stage 4 - The time-out**

- A time out may be initiated by an adult or by a child when that has been worked on.
- A child should only be positioned outside a classroom if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
- Once a child has calmed down, the child is asked to speak to the teacher away from others
  - Boundaries are reset
  - Child is asked to reflect on their next step. Again they are reminded of their previous good conduct / attitude/ learning.
  - The child is given a final opportunity to reengage with the learning / follow instructions
- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

### **Stage 5 – The restorative meeting**

The meeting can be formal or informal and will be held once events have settled and the child is calm.

1. What happened? Staff will always speak to more than one individual.

Five further questions are enough. Choose from the suggestions below to try. As you address each question together remember that in between your truth and their truth is THE truth.

2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
- 6. How have they been affected?**
7. What should we do to put things right?

8. How can we do things differently in the future?

### **Stage 7 – Exclusion**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The child will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high
- Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible

The school's Exclusion policy provides more detail.