

RELATIONSHIPS & BEHAVIOUR POLICY

AIM

This policy outlines the school ethos and culture which underpins Lulworth and Winfrith CE Primary School's approach to all aspects of school life. The principles outlined here feed into all other school policies, and they form the foundation to our provision.

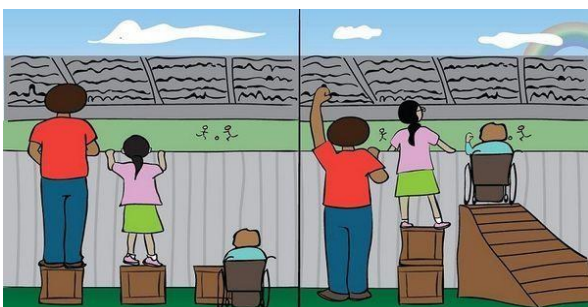
It is crucial that all children feel secure and happy in school for them to grow in confidence and achieve their full potential. We are fully committed to enabling **children to resilient learners and responsible citizens**, and this is seen in our school vision: **“to grow from something small to something mighty”**. This is only possible where the ethos of the school permeates every aspect of school life and has consistent values. Relationships are key and underpin our **school vision** where the emphasis is on **nurturing children; enabling supportive relationships** to ensure children are successful learners. We have therefore made a conscious decision to rename the Behaviour policy to Relationships and Behaviour Policy to ensure the emphasis is made primarily to cause (relationships) and that behaviour is usually an effect of this. All staff will encourage an environment where children feel valued and cared for and where everyone is **mutually respectful** just like the birds in the mustard tree's branches. They learn to show **kindness and respect** to others and make valuable contributions as they move through their life.

The primary aim of the Relationship and Behaviour Policy is a means of promoting good relationships, so that all stakeholders can work together with the common purpose of helping everyone to learn (*see behaviour spiral curriculum in appendices*). It aims to focus the development of children's internal discipline which means an increased focus on teaching the valued behaviours with strong foundations in the Early Years. Internal discipline is where the child fully understands the value of the work they have been given; is inspired and motivated sufficiently to choose to complete the work and recognises the value of the completed work irrespective of the views of others. We **aspire** to help all our pupils to develop this skill.

RATIONALE

As stated in Teacher Standards Section 2, we agree that all adults at Lulworth and Winfrith CE Primary (LWPS) will **“treat pupils with dignity, building relationships rooted in mutual respect”**.

“Equality is treating everybody the same. Equity is giving everyone what they need to achieve success” (Steps). We feel our aim is outlined in the image below:



LWPS Primary have adopted a therapeutic approach to behaviour within our school and staff follow the principles of therapeutic thinking: “An approach to behaviour that prioritises the valued experiences and feelings of everyone within the dynamic”. This approach alongside our school’s journey in becoming an inclusive school ensures we focus on the development of relationships, in a valued way, at the core. We feel this reflects the importance of ensuring everyone is treated with **kindness, trust** and **respect**.

POSITIVE REINFORCEMENT AND REWARDS

At LWPS School we believe valued behaviour should be recognised and celebrated frequently. This approach positively contributes towards each child reaching their potential and aims to represent the school's high standards.

- All members of staff use praise to acknowledge valued behaviour as we believe that this will develop an ethos of **respect, kindness, trust** and **collaboration**.
- We have adopted a system called ‘Track It Lights’ to recognise and celebrate valued behaviours.
- Each class produces a Class Agreement at the beginning of every academic year. Every class displays their agreed expectations and these are age appropriate and rooted in the school vision (*Resilient learners, supportive friends and responsible citizens. Just as in the story of the mustard seed – to grow from something small to something mighty.*)
- Weekly Celebration Assemblies provide an opportunity for certificates (from both in and out of school) to be awarded.
- Some whole class rewards for teamwork where the class can earn a treat session together.
- Children may additionally be given special responsibilities within the school. These may include being part of the School Council, Eco Council, becoming an ambassador for a specific area.
- Some individual pupils have a personalised reward system according to need and these will be documented and reviewed in a child’s individual plan.

RESTORATIVE PRACTICE

We recognise that every child is an individual and we strive to discover the underlying reasons behind a behaviour rather than simply addressing the child’s action. In situations where a child displays detrimental actions/words, staff strive to use the opportunity to help a child reflect on their emotions and consider the outcome of their actions/choices.

We believe it is important to build clear consequences for negative behaviours into this policy. Educational or protective consequences should be linked to the inappropriate behaviour and should help the pupil to reflect on why their behaviour was unacceptable. A staged system has been developed to support this. If a child is displaying behaviour which is not respecting the rights of others, a series of procedures will be followed:

Step 1 - First verbal/visual reminder of the Class Charter

Step 2 - Second verbal reminder of the Class Agreement (stop and think reminder visuals displayed)

Step 3- Self-regulation strategies and support offered as appropriate (yellow track it light)

Step 4- Supported reflection facilitated by teaching staff (prompts available in Restorative Folders which are available in all classrooms and main learning areas). Primary family member to be informed at end of the day by class teacher or covering member of staff (Amber track it light)

Step 5- Restorative conversation with teaching staff/SLT (Senior leadership team) and repairing action identified and agreed. Primary family member(s) involved in a meeting (Red track it light)

When speaking with parents/carers we encourage any patterns of behaviour that are reflected at home to be reported to staff to aid in developing an approach to improve behaviour moving forward.

If a child displays persistent detrimental behaviour, staff members will use the outcomes of their analysis to produce an Individual Risk Reduction Plan. Parents/carers will be involved in this process and an SLT member will lead regular reviews alongside the class teacher. Sometimes staff will liaise with external agencies (such as an educational psychologist, paediatrician or Dorset Council Specialist Teacher) to provide the child with the support they need.

PHYSICAL INTERVENTION

In some circumstances when the child is displaying unsafe behaviour, staff members will use physical intervention in line with the child's Individual Risk Reduction Plan. In line with therapeutic thinking, staff would only adopt physical intervention if it enabled escalation to be avoided.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances. For example when conducting a search without consent for images or articles that have been or could be used to commit an offence or cause harm, or if the child's own safety (or that of other people) is in danger.

All staff have a legal duty to report any matter in which safety is compromised. Any physical violence directed towards staff or others should be reported. This will then be investigated by the Headteacher and next steps identified. Records will be accompanied by photographic evidence of any injuries sustained (if this is possible and appropriate).

Any use of physical intervention will be recorded as soon as possible after the event and this record will be completed on the same day. This account will include: overview of circumstances leading to use of reasonable force; intervention(s) used; length of time used before calming/release; staff members involved; any injury caused to adult or child; any need for follow-up action. Parents/carers will be informed promptly of the use of reasonable force.

BULLYING, HARASSMENT AND ABUSE

All children have the right to feel safe at LWPS and all child-on-child abuse and sexual harassment is unacceptable and will be taken seriously. Staff maintain an attitude of 'it could happen here' and will not dismiss worrying behaviour as "normal". Such behaviour will be addressed in line with statutory guidance and the school's own monitoring and safeguarding procedures.

We believe that our therapeutic approach enables us to prevent bullying and intervene when bullying or any form of child-on-child abuse is taking place. We strive to provide a consistent strategy and culture throughout the school and support staff in their role in anti-bullying. As a result, we support both victims and perpetrators of bullying (and their parents and carers) and respond to the ongoing concerns of children around bullying and personal safety.

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group either physically, emotionally or online. Bullying can take many forms (for instance, cyberbullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has

caring responsibilities. It might be motivated by actual differences between children or perceived differences. Pupils are taught how to identify bullying through the STOP acronym – Several Times On Purpose.

Bullying of any kind is unacceptable and will not be tolerated at LWPS. As a school, we are committed to the elimination of all forms of bullying, harassment and discriminatory behaviour. The safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy poster summary ensures all pupils understand and uphold the anti-bullying policy
- The JIGSAW PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School led daily collective worship help raise pupils' awareness of bullying and derogatory language and focuses on how to make choices underpinned by Christian values
- Difference and diversity are celebrated across the school through diverse displays, books and images used in teaching. We are also developing our wider curriculum planning to ensure the concept of diversity is at the foundation of what our pupils are taught.
- The whole school participates in events such as Anti-Bullying/Positive Relationships Week, Online Safety Day, Black History Month etc.
- Stereotypes are challenged by staff and pupils across the school
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with the School Council and Year 6 Prefects, such as assemblies in anti-bullying week and completing an anti-bullying survey
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate
- The school will continue to develop and improve the pupils' break and lunchtime experience by making them structured, active and engaging and reviewing them through pupil voice
- Staff are vigilant and proactive
- Pupils are taught not to take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

If a pupil feels like he/she is feeling bullied, they are encouraged to not retaliate but to tell a staff member immediately. Pupils can also call ChildLine to speak with someone in confidence on 0800 1111 (posters are displayed in school).

When bullying has been reported, the following actions will be taken:

- Staff will record the allegation of bullying on My Concern
- Designated school staff will monitor My Concern, analysing and evaluating the results and making decisions about next steps (which will also be recorded)
- Individual meetings will then be held with any target of bullying to offer support and devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- Staff will pro-actively respond to the instigator/those pupils involved in bullying who may require support.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school
- Restorative discussion and mediation between the perpetrator and the victim should take place at an appropriate point.

ROLES AND RESPONSIBILITIES

LGB

- To review this Relationships and Behaviour Policy annually
- To support the Headteacher in carrying out its contents.
- To monitor the effectiveness of this policy as part of the support and challenge cycle.
- The Governing body supports the review of the Relationships and Behaviour Policy.

Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school
- To report to the Governors, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of behaviour,
- The headteacher has the responsibility for giving suspensions or exclusions to individual children for who have shown dangerous behaviours. The exclusion will be for a period of time in which the Headteacher and if necessary, the SENDCo adapt the current provision and individual behaviour reduction plan for the child and make any changes to the school to keep the child safe (if needed calling upon external agencies).
- For repeated or very serious acts of detrimental behaviour, the Headteacher may make the decision that the school cannot meet the child's needs safely and therefore an alternative provision or setting may be deemed more appropriate. Both these actions are only taken after the Chair of Governors has been notified.

Parents/Carers

- Support the expectations outlined in the Home and School Agreement (appendix 2)
- Support the school's therapeutic thinking approach to behaviour (appendix 3)
- Work with school staff so children receive consistent messages about expectations.
- Support **the vision and values of the school** which are shared in the school prospectus and on the school website.
- Speak openly and respectfully to school staff to have supportive dialogue between home and school as we work together to address concerns about a child's welfare or behaviour.
- If families have any concern about the way that their child has been treated, they should initially contact the class teacher or the Headteacher (please refer to the Complaints procedures).

Pupils

- Try to ensure actions and words are underpinned by the school values and kindness.
- Try to engage in restorative conversations with other stakeholders where appropriate
- Strive to follow the Class Agreement

MONITORING

- The Headteacher and Deputy Headteacher monitors the effectiveness of this policy on a regular basis through 'drop-in' learning walks across the school day. The Headteacher also reports to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- 'Track It Lights' monitoring tracking system enable staff to make notes throughout the day regarding behaviour (both valued and detrimental) for all children. Staff (midday supervisors, teachers and teaching assistants) liaise together regularly to ensure continuity.
- Staff work with parents/families of individual children to manage home/school link books and review risk reduction plans to promote relationship between home and school.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

The Staff and Governing Body review this policy annually. They may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

This policy should be read alongside other key school policies:

Safeguarding, Keeping Children Safe in Education, Coastal Learning Partnership-wide Policy for Behaviour Principles, Reasonable Force and Exclusions

APPENDIX

Different types of touch

There are four different types of touch and physical contact that may be used, these are:

1. Casual / informal / incidental touch

Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating. This might include putting an arm out to bar an exit from a room, taking a child by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

2. General reparative touch

This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body.

Reparative touch may include stroking a back or an arm, rocking gently, cuddling, tickling or sitting on an adult's lap (lap cushion may be used), hand or foot massage.

3. Contact/interactive Play

Contact play is used by staff adopting a role like a parent in a healthy child-parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the child or an adult and child playing a game of building towers with their hands. This sort of play releases the following chemicals in the brain: Opioids - to calm and soothe and give pleasure; Dopamine - to focus, be alert and concentrate; BDNF (Brain Derived Neurotrophic Factor) - a brain 'fertiliser' that encourages growth. Interactive play may include: throwing cushions to each other or using soft foam bats to 'fence' each other.

4. Positive handling (calming a dysregulating child)

The restraining techniques used should be familiar to the staff involved, and they should be appropriately trained and be able to use them safely. A child who is in a state of dysregulation and has no mechanism for

self-calming or regulating their strong emotional reactions may be physically contained by staff. We would recommend that Staff employ the safest and gentlest means of holding a child, which is entirely designed to enable the child to feel safe and soothed and bring him or her down from an uncontrollable state of hyper arousal. Maintaining boundaries in such cases can be a vital corrective emotional experience, without which the child can be left at risk of actual physical or psychological damage. The brain does not develop selfsoothing neuronal pathways unless this safe emotional regulation has been experienced. Physical containment of a dysregulating child can be the only way to provide the reassurance necessary to restore calm. Such necessary interventions are fully in line with guidelines set out in the Government Document 'New Guidance on the Use of Reasonable Force in School' (DfE 1998) and in the Education Act Section 550A. During any incident of restraint, staff must seek as far as possible to:

- Lower the child's level of anxiety during the restraint by continually offering verbal reassurance and avoiding generating fear of injury in the child;
- Cause minimum level of restriction of movement of limbs consistent with the danger of injury (so, for example, will not restrict the movement of the child's legs when they are on the ground unless in an enclosed space where flailing legs are likely to be injured);
- Ensure at least one other member of staff is present wherever possible.

Steps to Take Before Positive Handling

Prevention strategies and calming measures will be employed and the following action should be taken before a restraint is used.

- Applying the school's positive Relationships and Behaviour Policy
- Conversation, distraction, coaxing skills, gentle persuasion or redirection to other activities (e.g. touching the child's arm and leading him / her away from danger, gently stroking the child's shoulder);
- Put distance between the child and others - move others to a safer place;
- Calmly remove anything that could be used as a weapon, including hot drinks, objects, furniture;
- Use seclusion only if necessary for a short period while waiting for help, preferably where a member of staff can observe the child;
- Keep talking calmly to the child, explain what is happening and why, how it can stop, and what will happen next; Although these techniques to calm a dysregulated child are seen as best practice, individual children may require techniques to calm down.

Reference to a child's Individual Support Plan is required for more information.

APPENDIX: LWPS Behaviour Curriculum

Appendix: Children's Anti Bullying Policy

Appendix: Home/school Agreement

Appendix: behaviour blueprint

