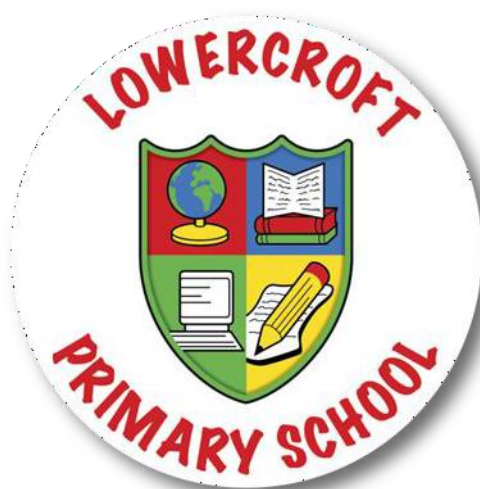# Lowercroft Primary School

Behaviour and Relationships Policy

Final Draft: June 2023: By Tessa Farr (Headteacher)

Next Review Date: June 2025

Contents

Appendices

1. This Policy Aims to:

- Provide a consistent approach to behaviour and expectations
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behaviour
- Summarise the roles and responsibilities of those within the school community
- Outline strategies used to promote good behaviour and relationships

2. This Policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Education Needs and Disability (SEND) Code of Practice 2015

3. Rationale

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.

Staff at Lowercroft Primary School play a vital role in promoting positive relationships and behaviour in the classroom, playground and wider school community. They model positive behaviour, foster a supportive classroom environment, and provide guidance and support to pupils. By being proactive in creating a culture of respect, understanding and collaboration, our staff contribute to the holistic development and academic success of our pupils.

This policy draws on current research and best practices in the field of relationships and behaviour. We recognise that cultivating positive relationships and behaviour is a key factor in enabling our pupils to achieve personal growth and reach their full potential academically and socially. By implementing evidence-based strategies and continuously reviewing our approaches, we strive to create an environment where every child can thrive, develop lifelong skills, and become a confident and responsible member of our wider community.

"If there's one thing that all positive relationships have in common, it is kindness. If you think about all of your pupils and classes through a lens of kindness, it influences all of your interactions, the things you say and the way you say them, the expectations you have of students and the way they interact with each other. Keep kindness at the forefront especially if you have challenging situations to deal with."

Teaching Walkthrus by Tom Sherrington and Oliver Caviglioli

(2020)

4. Behaviour as Communication

Behaviour serves as a means of communication for both adults and children, with negative behaviour often arising from frustrations links to a lack of understanding or the inability to verbally

express wants, needs and emotions. Research indicates that approximately 45% of children and young people referred for mental health services also experience communication problems (Understanding the link between communication difficulties and mental health challenges: February 2021). By recognising and addressing these communication challenges early, we can create a supportive environment that empowers children to develop alternative means of communication, fostering positive behaviour and overall well-being. At our school, we are committed to supporting students facing SEMH difficulties, including those with communication challenges, through strategies that promote effective communication and provide necessary support.

5. Lowercroft Primary School aims to:

- Provide a happy, secure, inclusive and caring environment, where all feel valued
- Celebrate all success
- Ensure that each individual realises their full potential
- Provide inclusive support systems which promote personal, social and emotional development

6. Our aims which are crucial to the success of this policy are to:

- Be consistent with how we carry out our approaches to behaviour and relationships
- Treat children fairly, but not the same, considering individual needs and challenges
- Communicate well as professionals to support the children in our school
- Build strong relationships
- Have high and attainable expectations
- Ensure our approaches to behaviour and relationship are meaningful and positive.

7. Our policy is underpinned by our school values:

- Empathy
- Independence
- Respect
- Courage
- Curiosity

"If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow."

Alfie Kohn – author and lecturer in education, parenting and human behaviour

8. Rights, responsibilities and expectations

We all have a right to feel safe, happy and respected regardless of our role within the school community. This includes children, staff, parents and visitors to our school. At our school we firmly believe that children have the right to learn and teachers have the right to teach. To establish and maintain respectful relationships and behaviour, it is crucial to have clear expectations and agreed upon responsibilities.

We can achieve this by embracing three guiding principles:

1. Be Ready
2. Be Responsible
3. Be Respectful

By adhering to these principles, we create an environment that supports the well-being and success of everyone in our school community.

9. Roles and Responsibilities:

To demonstrate an understanding of the school's values:

Children will:

- Respect the views and efforts of others (Empathy)
- Respect difference and individuality (Respect)
- Show good learning behaviours (Respect for self and others)
- Take responsibilities for their own actions (Independence)
- Ask questions to further knowledge and curiosity (Curiosity)
- Be prepared to make mistakes and learn from them (Courage)
- Recognise that the school is part of the wider community and respect our values in and out of school
- Follow school expectations (see Appendix 1)

All staff will:

- Be positive role-models
- Develop positive relationships with every child
- Be punctual and ready to teach
- Treat pupils as individuals, get to know pupils and respect them
- Use restorative approaches to resolve situations of conflict and provide meaningful solutions for all
- Develop an understanding of what children are trying to communicate through their behaviour
- Promote intrinsic motivation by reinforcing success and praising children's positive behaviour in line with this policy (see appendix 2)
- Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- Ensure all children have a voice and that their opinion is respected
- Engage positively with parents / carers
- Realise that success does not always come instantly
- Be consistent
- Be reflective and adaptable

Teachers will:

- Have well prepared lessons which are personalised, relevant and engaging
- Ensure information regarding children is shared in the best interests of the child whilst maintaining confidentiality
- Ensure behaviour management strategies reflect pupils needs
- Ensure that relevant supportive strategies/interventions are in place to support communication and positive behaviour management.

Support staff will:

- Keep pupils with specific needs in view and supervise in all areas

- Intervene quickly and calmly
- Share information with class teachers
- Promote positive and appropriate play and learning skills
- Ensure that incidents are recorded and reported on CPOMS

Senior Leaders will:

- Visit classes
- Monitor data related to behaviour
- Ensure key staff are kept updated and informed of relevant pupil information, whilst maintaining appropriate confidentiality
- Issue meaningful next steps when required (appendix 4)

Parents/Carers will:

- Be a positive role-model for their children
- Ensure their child arrives to school on time
- Ensure that their child is wearing the correct school uniform and has the appropriate equipment
- Ensure that their child has something to eat and drink before school
- Attend any scheduled meetings regarding their child
- Work with the school to share concerns and resolve issues
- Inform the school of anything that could affect the children's learning / behaviour

The Governing Body will:

- Review and approve the Behaviour and Relationships Policy
- Review the implementation and effectiveness of the Behaviour and Relationships Policy

"People are born with intrinsic motivation, self-esteem, dignity, curiosity to learn, joy in learning."

W. Edwards Deming

10. Our Approach to Relationships and Behaviour

We are dedicated to enhancing relationships and behaviour within our school. Our belief is that the true reward lies in the sense of fulfilment and accomplishment children experience when they succeed or make the right choices. By actively acknowledging and celebrating positive behaviour and successes, we reduce the need for external rewards, as positive behaviour becomes ingrained in our school culture. We deeply appreciate the effort students put into demonstrating good behaviour and fostering positive relationships. However, there are instances when behaviour does not meet our agreed-upon expectations, and in such cases, we address them through the following approaches:

1. Use de-escalation techniques to prevent and diffuse situations before they arise. Anticipate situations which might be difficult for some individuals and teach them coping or exit strategies
2. Use restorative approach where specific questions will be asked in order to address the incident and find meaningful, positive solutions for all involved
3. Actions may have to be taken immediately if it is a very serious matter where the safety of children, adults or property are at risk.

4. Where there may be more complex reasons behind behaviours being displayed, seek specialist advice from professionals and appropriate expertise within or beyond the schools.

"Tell me, I may listen. Teach me, I may remember. Involve me, I will do it."

Chinese Proverb

11. Restorative approach

Background

The restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in a conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting, this means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understand what they have done wrong and accept that their actions can be harmful to others.

This approach seeks to address the flaws of the traditional punitive approach: namely that the 'offender' has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm caused. This is like applying a plaster to the problem. When third parties (i.e. teachers) deal with the conflict, the outcomes are superficial punishments whilst underlying issues remain unaddressed. Punitive approaches to conflict do not address the root of the problem. Instead they seal in the harm within the relationship and the negative behaviour will inevitably reoccur in subsequent behaviour.

Shifting responsibility to the pupil

By placing the responsibility for the conflict resolution back onto the child they are in a much better position to learn about appropriate behaviour and deal with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary. Bringing a holistic restorative approach into schools can not only resolve specific incidences of behaviour but can also create a much more pleasant learning environment, getting to the heart of the issues, before they flare up into incidents. Restorative approaches are fundamentally grounded in 'relationships' and in repairing, restoring and consolidating relationships when they have been harmed.

A restorative approach is very different to the traditional way that schools have dealt with wrong doing. All staff are trained by an accredited restorative approach practitioner to deal with pupils by following those steps:

- Specific questions are asked to each person involved individually to establish the past, present and future (see Appendix 5)
- Pupils **must** tell the truth and own up to what they have done and/or what happened to them
- A restorative meeting, with an adult or child mediator, will follow bringing all parties together. During this meeting both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm

- Consequences will be decided by the children and their mediator breading in mind: actions stipulated in our policy, how safe the harmed person feels and what the harmer ownership is
- In complex cases, a meeting agreement is created and signed by all. On this document children agree how they will behaviour in the future and they also chose consequences if they break the agreement.

Restorative approaches range from: a quick 'restorative chat' in a corridor right up to a full conference.

A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'harmers'
- Encourages a school-wide culture of mutual respect and care

Restorative interventions:

- Restorative conversations (enquiry / chat / dialogue)
- Peer and adult mediation
- Classroom restorative conferences
- Problem solving circles

12. When the restorative approach is not appropriate

Low level behaviour responses

- Loss of playtime
- Time out in class
- Time out with key-stage leader if continued

Medium level responses:

- Letter/conversation with parents
- Time out with a member of SLT

High level responses: (e.g. intentionally hurting children or staff, racist incidents)

Sent directly to the Headteacher

- Implementation of strategies to support long term behaviour change eg behaviour report card
- Communication with parents to establish a way forward
- Possible referral to SENDCo / pastoral team
- Possible referral to outside agencies
- Possible fixed term exclusion (from class)

13. Fixed-term and permanent exclusion (from school)

As an inclusive school, exclusion is only ever resorted to when it is a final option. Only the headteacher has the power to exclude a pupil from school.

The headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. (These will not be more than 15 days in any one term.) The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, they will meet with the parents/carers immediately, giving reasons for the exclusion. This will be followed up in writing providing details of avenues for appeal.

After a child has been excluded prior to returning to school, the child and parents/carers are asked to attend a re-entry interview.

The headteacher will keep records of all reported serious incidents of misbehaviour on CPOMS.

14. Children with SEND

There may be occasions in which children require extrinsic 'rewards towards' as an intervention to support the development of motivation and good learning behaviour. These are implemented in consultation with the SENDCo and parents and are implemented as part of a wider behaviour support plan.

Children with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors (Richard Aird 2017). Responses to these difficulties should be supported and planned as part of a multi-professional approach within schools.

We recognise that some children may respond to their 'flight instinct' when feeling a heightened sense of anxiety. Some children may require time to calm down and reflect before being able to confront an issue. We have a safe space (The Study) around school for children who benefit from this intervention. Children should always be supervised using this space to ensure their well-being and safety.

15. Preventing Bullying:

What is Bullying?

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

"Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals whether in person or online, are not defined as bullying.

What bullying is not:
- *Single episodes of social rejection or dislike*
- *Single episode acts of nastiness or spite*
- *Random acts of aggression or intimidation*
- *Mutual arguments, disagreements or fights.*

These actions can cause great distress. However, they do not fit the definition of bullying and they are not examples of bullying unless someone is deliberately and repeatedly doing them."

National Centre Against Bullying

There are three main types of bullying

1. **Physical;** hitting, kicking, taking belongings, damaging property
2. **Verbal;** name-calling, insulting, racist remarks, homophobic comments, sexual harassment, manipulative behaviour
3. **Emotional;** spreading nasty stories about someone, excluding someone from social groups, being unfriendly, looks, gestures, manipulative behaviour

(2 and 3 can occur face to face, via social media or written)

Incidents of bullying behaviour, including passive bullying (standing by and watching) will not be tolerated and will be dealt swiftly.

16. Confiscation of inappropriate items

If it is brought to a member of staff's attention that a child may have a suspicious item on their person then staff can enforce their legal obligation to investigate. In some cases, the child in question may be asked to present the item themselves. However, if the item is thought to be dangerous in any way then staff must inform the Headteacher immediately. Legal obligations are outlined below.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the Behaviour Policy should set this out.

2. Power to search without consent for 'prohibited items' including:
    - Knives and weapons
    - Alcohol
    - Drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Pornographic images
    - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
    - Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives, illegal drugs and extreme or child pornography must be handed to the police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

17. Power to use reasonable and proportionate force

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, if may be absolutely necessary for staff to take steps to intervene physically.   School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting actions. Force is usually used either to control or restrain.

It must never be used as a punishment. This is always unlawful.

What is reasonable force?

a) The term 'reasonable force' covers the broad range of actions involving a degree of physical contact with pupils.
b) Force is usually used either to control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
c) 'Reasonable and proportionate in the circumstance' means using no more force than is needed given the situation.
d) Schools generally use force to control pupils and 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 out of a classroom.
   - '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.
e) 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.

Who can use reasonable force?

1. All members of staff have a legal power to use reasonable force
2. This power applies to any member of staff at the school.
3. Named Team Teach staff will be called upon if reasonable force is needed to control or restrain a child.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others.
2. The decision on whether or not the physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances.

18. Training

- Behaviour and relationships training forms part of continuing professional development
- Induction procedures includes the implementation of this policy
- Identified members of staff have undertaken accredited Team Teach training which looks at the theory behind behaviour as well as de-escalation strategies which include the use of guides, escorts and restraint.

19. Summary

At Lowercroft Primary School the ultimate aim is that every member of our school community feels: safes, happy and valued. We encourage everyone to take responsibility for their actions and feel that the ability to resolve conflict is a vital part of a child's learning process.

20. Monitoring, evaluation and review

The Governing Body at Lowercroft will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout the school. This policy will be reviewed with staff and pupils annually. Adherence to the policy will be monitored annually.

APPENDICES

Appendix 1: School Expectations

Children are expected to:

- Try their best and persevere in every aspect of learning
- Ask for help when unsure
- Show respect and consideration of others and their property
- Be supportive towards others and their learning
- Show good listening
- Wear school uniform
- Line up calmly and quietly
- Use inside voices in the classroom or around school
- Behave well when travelling to and from school and on school trips. Recognise that the school is part of the wider community
- Show respect to all school staff and visitors
- Show respect for the school building and facilities
- Tell the truth
- Behave sensibly at lesson changes e/g/ assembly, breaks and lunchtimes
- Maintain behaviour expectations when off the school premises
- Report any incidents of bully to school staff

Appendix 2: Reinforcing positive behaviour and praising success

Notice and acknowledge desired behaviours in class with:

- Verbal praise and recognition
- Positive comment in books
- House points leading to house team prize in recognition of success
- Stickers
- Sharing with the rest of the class
- Celebration certificates
- Note / email home to parents
- Good choice tickets (KS1)
- Individual class recognition system eg Good choice tickets/Golden time (KS1)
- Visit to another teacher or headteacher for verbal praise

Appendix 3: Behaviour management strategies

In all situations you will need to use your professional judgement. The key to behaviour for learning is through building positive relationships with children. This takes time and consistency at all times. Below are some examples of behaviour which you may come across and actions you could take. This will all be based on your knowledge of the child/children and there is always a degree of flexibility involved.

In order to create a positive learning environment some of the follow strategies may be used:

- Praise of other children
- Eye contact (stern stare, raised eye brow etc)
- Assertive body language

- Positive language eg "Please walk instead of running"
- Name/pause technique
- Frown
- Being close and whispering a firm reminder
- Direct to seat
- Quiet unobtrusive 'can you show me your learning / other distracting conversations
- Humour

Appendix 4: Examples of behaviour you might come across and next steps:

Low level behaviour examples

- Not completing reasonable amount of learning in a set time due to behaviour
- Lack of pride in work due to poor attitude
- Deliberate disruption, creating a disturbance e.g. trying to distract other pupils from their work
- Deterioration of behaviour
- Deliberately throwing small objects for fun
- Disrespecting peers and/or their property

Mid level behaviour examples

- Intentionally hurting someone (eg pushing and shoving)
- Damaging school / other child's property
- Persistent or serious rudeness/refusal of instructions/challenge to adults e.g. answering back
- Deliberate name calling
- Swearing
- Lying or refusing to take responsibility for actions when they have been seen doing it by a number of people or yourself

High level behaviours examples

- Behaviour is creating a health and safety risk to self and/or others
- Fighting and intentional physical harm to other children and staff (punching, kicking, headlock, headbutt, hair pulling, scratching, slapping)
- Verbal abuse to another pupil and staff
- Intentional vandalism
- Theft

Possible next steps:

- Inappropriate behaviour/incidents recorded on CPOMS
- Restorative conversation where necessary
- Phone calls / communication with parents if deemed appropriate – (Ask yourself - if I was the child's parent would I want to know? The answer is usually 'yes'. It is better that incidents are reported to parents by you first rather than the child when they leave school.)
- Follow up meetings with parents if deemed appropriate by both parties
- Letter of apology
- Referral to SENDCo / outside agency
- Fixed-term exclusion

- Permanent exclusion

Appendix 5: Behaviour outside the school building

School trips

Whilst taking part in a school trip / excursion, if a child puts or is likely to put, themselves or others in danger then an individual risk assessment will need to be undertaken. If the risk is high and cannot be mitigated it may be necessary for the child not to attend the trip or any future trips. This will be discussed with parents/carers as part of the planning trip process. Exclusion from school trips / excursions will not be used as a consequence.

Lunchtimes

This behaviour policy applies for the whole school day including lunchtimes.

Appendix 6: Restorative Justice Approach:

The Restorative Justice questions:

Establishing the past	**What happened?** (Where? Who was present? What was said or done?) **What were you thinking/feeling at the time?**
Establishing the present	**What do you think and feel about it now?**
Reflection and establishing the future	**Who else has been affected?** (explore all possible affected people, parents, peers in class, teachers etc) **What do you need to happen in order to fix this and move on?** **How can we repair your relationship?**

Additionally, where any mediation is to take place adults should ensure the following structure:

- The harmer admits their wrong doing
- Ask all parties if they wish to participate
- Using professional judgement, risk assess if it is safe to bring all participants together
- A private and safe room must be used
- How they bring children to the meeting (all together, harmer(s) first or harmed first)?
- Sitting arrangements, especially if it is a large group
- Opportunities to reflect on incident should be discussed/recorded prior to group conference
- Mediators must remain impartial during the whole process

Explain rules/format of group conference

- ✓ Only one person talks at a time
- ✓ No interrupting
- ✓ Be respectful to 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 regarding safeguarding

✓ If young people do not follow the rules or are still / become angry, stop mediation!

Restorative conversations:

This is the starting point for all restorative processes. The conversation will involve one-to-one dialogue. The role of the adult is to demonstrate good active listening, helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves, using 'restorative justice questions' as a guide for the dialogue. In this type of conversation, as with others e.g. mediation, it is important for the adults to remain impartial, with positive active listening and body language.

Restorative conferences:

These occur in response to issues in a whole class or as a resolution chosen during an restorative conversation. This includes all class members who are willing to participate. The conference involves all working together with a neutral facilitator (e.g. SLT/another teacher) to resolve conflict, repair relationships and move forward. The conference follows 'restorative justice questions'. Teachers should make SLT ware that they want to have a class conference and they will either facilitate the conference or provide cover to enable another teacher to facilitate the conference.

Problem solving circles

These don't have a formal structure (do not follow a script). They may be used with a class or a small group and may focus on a general difficulty as well as a particular incident.