

Positive behaviour and relational practice policy



‘*Behaviour is our way of responding to stimuli and communicating our*

*feelings and needs that can’t yet be put into words’.*

|  |  |  |
| --- | --- | --- |
| **Approved by:** |  | **Date:** |
| **Last reviewed on:** |  | |
| **Next review due by:** |  | |

**The Hub Principal**

The Hub Principal will make sure that:

* The school environment encourages positive behaviour
* That staff deal effectively with unacceptable behaviour.
* That the policy is fair to all.

Staff

Staff will make sure they:

* Implement the behaviour policy consistently
* Model positive, acceptable behaviour
* Provide a personalised approach to the specific behavioural needs of particular pupils
* Record behaviour incidents

Parents

Parents will:

* Support their child in adhering to the pupil expectations.
* Inform the school of any changes in circumstances that may affect their child’s behaviour.
* Discuss any behavioural concerns with the class teacher promptly.

We believe that positive reinforcement of acceptable behaviour, in the form of praise and encouragement, is the preferable way to support and encourage children and young people to express their emotions. We promote positive acceptable behaviours with children across school on a day-to-day basis, which helps them be ready to learn.

**Acceptable behaviours are those that enable us to be:**

• **Ready to learn.**

* Listen with eyes directed at the speaker.
* Hands and body still and quiet.
* Not interrupting.

**• Respectful.**

* Greeting and responding to greetings
* Use please, thank you and excuse me
* Walk calmly around school

**• Safe.**

* Respond to adult’s instructions
* Be kind and gentle to others

We encourage these behaviours through the use of a positive framework through which behaviours are rewarded and shared with parents and carers.

**Rewards**

We aim to be positive in our approach, to notice and reward positive, acceptable behaviour rather than take it for granted. Staff can use a range of strategies to promote this.

These include:

* Verbal praise and recognition
* Dojo points
* Stickers
* Box of joy
* Share work with another adult
* Celebration Assemblies

**Unacceptable behaviours are defined as:**

• Behaviours that stop yourself or other children learning

• Behaviours that are not respectful

• Behaviours that are not safe

**Serious misbehaviour is defined as:**

* + Repeated breaches of the school rules
  + Any form of bullying
  + Sexual violence/ Sexual harassment
  + Vandalism
  + Aggressive physical violence
  + Racist, sexist, homophobic or discriminatory behaviour

**Possession of any prohibited items**.

• Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Confiscation

**Any prohibited items (listed in section 3) found in pupils’ possession will be confiscated.** These items will not be returned to pupils. They will be returned to parents/carers.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

**Consequences**

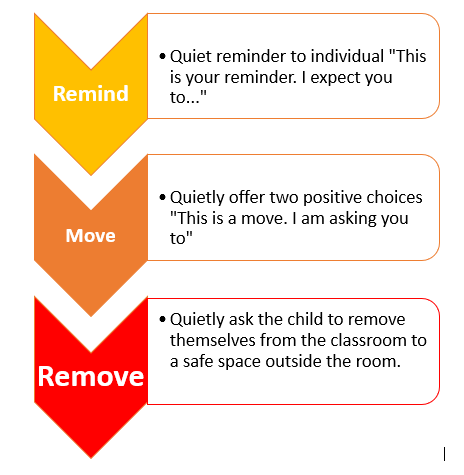
We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences will be used if they overstep these boundaries. For a consequence to be effective, it must be an action that the pupil does not want but should never be meant to embarrass, shame or humiliate a pupil. It is crucial in helping to shape acceptable behaviour that children are clear what it is was that was unacceptable, and what they should have chosen to do instead.

**Remind, Move Remove**

Before starting on the Remind, Move, Remove flowchart, adults should use a in inclusive, relational approach to quality first teaching.

If unwanted behaviour is presenting itself adults should first use:

* Non-verbal cues
* Describe desired behaviour positively
* General rule reminder 'We work in silence/Our hands are empty'



**Consequence Hierarchy (for use across school, whether in or out of class).**

**When ‘Remove’ is reached:**

|  |  |  |
| --- | --- | --- |
|  | Consequences | Staff action |
| 1st incident of unwanted behaviour | To complete any learning that has been lost/repair behaviour/natural consequences applied.  Parents are informed of behaviour incident. | Behaviour incident is logged and shared with parents.  A restorative conversation is had during ‘time-in’ with an adult. Reflection sheet or cartoon completed.  Staff to reflect on whether the needs of the child were met and if the situation could have been different.  Relational plan updated. |
| 2nd incident of unwanted behaviour | To complete any learning that has been lost/repair behaviour natural consequences applied.  Parents are informed of behaviour incident. | Behaviour incident is re-logged and shared with parents.  A restorative conversation is had during ‘time-in’ with an adult. Reflection sheet or cartoon completed.  Staff to reflect on whether the needs of the child were met and if the situation could have been different.  Relational plan updated. |
| 3rd incident of unwanted behaviour | Parents are called into school for a behaviour meeting to discuss further consequences. | A meeting is held after school (either in person or via the telephone) on the same day as the incident.  A restorative conversation is had during ‘time-in’ with an adult. Reflection sheet or cartoon completed.  Relational plans are updated. |
| 4th incident of unwanted behaviour | An internal suspension will be considered using our relational approach. | To organise the internal suspension including providing appropriate learning activities.  A restorative conversation is had during ‘time-in’ with an adult. Reflection sheet or cartoon completed.  Relational plan updated. |
| Extreme physical/verbal unacceptable behaviour  Or  5th incident of unwanted behaviour | Suspension from school will be considered. | SLT  Discussion and case review.  Conversations with inclusion team.  Relational plans updated.  Re-integration meeting |

**EYFS**

Due to the very nature of the age of the children, EYFS staff should focus on teaching, modelling and practising ready, respectful and safe behaviour. They may give more reminders and a ‘remove’ might be a remove from an area of provision until hey are ready to access it safely again. This is in line with the ‘natural consequences’ approach.

**Restorative justice**

A restorative justice consequence. These should be used at the teacher’s discretion e.g. writing an apology letter to someone they have upset, cleaning up a mess they have made, completing a programme of work on anti-bullying or racism, etc.

It is crucial in helping to shape acceptable behaviour that children are clear what it is was that was unacceptable, and what they should have chosen to do instead.

**Severe Misbehaviour**

In the case of serious or persistent misbehaviour a child will lose the right to proceed through the hierarchy of consequences. The decision will be taken when a child's behaviour;

* Is not compatible with the provision for the efficient education of other children with whom the child in question is being educated.
* Involves serious, actual, or threatened violence against another pupil or member of staff.
* Puts himself/herself, other pupils, members of staff or the wider community at risk if harm or injury.

In all cases, the child’s parent/carer will be informed following the incident and no later than the end of the school day.

A decision whether to suspend the child for a fixed period of time or to permanently exclude the child will be taken. The school follows County and National guidelines in regards to suspensions; these can be made available to parents/carers on request.

**Recording Significant behaviour**

Incidents of removal will be recorded using the schools Arbour system these will be monitored to observe any patterns. CPOM’s entries will also be made where patterns are found or safeguarding issues raised.

Incidents of bullying, homophobia, racism and other prejudice will be reported to County and the Governing Body/Trustees termly.

**Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

* Deliberately hurtful
* Repeated, often over a period of time
* Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Prejudice-based and discriminatory, including:   * Racial * Faith-based * Gendered (sexist) * Homophobic/biphobic * Transphobic * Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

See school level appendix for anti-bullying strategy.

7.3 Off-site behaviour

Consequences may be applied, in some instances, where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

* Taking part in any school-organised or school-related activity (e.g. school trips)
* Travelling to or from school
* Wearing school uniform
* In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

* Could have repercussions for the orderly running of the school
* Poses a threat to another pupil or member of the public
* Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).