



Thorplands Primary School
Behaviour and Relationships Policy

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Owner of Policy	Paul Stewart

Thorplands Primary school behaviour and Relationship Policy

Our 3 rules are:

- **Respectful**
- **Ready**
- **Safe**

These 3 clear rules will be referred to in every conversation around behaviour in the school. They will be consistently reinforced, positively implemented and become embedded in all aspects of school life. To achieve this, there needs to be a **consistent** approach by **all** members of staff.

The pillars of our school community – High Expectations and Achieving Extraordinary Things

1. Consistent calm adult behaviour
2. Initial response – if an adult is dealing with the situation, do not intervene. An adult will ask if they need assistance!
3. Relentless routines
4. Scripted conversations
5. Restorative follow up

AIMS

The aims of the Behaviour and Relationship Policy at Thorplands:

- To enhance pupils' self-esteem, confidence and resilience.
- To encourage ownership of behaviour and accountability.
- To develop pupils' self-discipline and self-control.
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regard to behaviour management
- To ensure that rewards and sanctions are used consistently.
- The policy is based on the values and school's vision of a safe, caring, thinking school and applies to every individual. It is underpinned by the principle that no one has the right to prevent another child from learning or a teacher from teaching.
- We aim to give all children a shared sense of pride in attending Thorplands Primary School and to feel that it is a place where they are safe to learn without disruption.

Rights and Responsibilities

All staff and volunteers are expected to be role models for pupils; if pupils are to learn to show respect for each other and the adults they work with; they need to be set a positive example. The following rights and responsibilities apply to all members of the school community.

Safety: the right to feel safe and the responsibility to allow others to feel safe at school.

Respect: the right to be treated with respect and the responsibility to treat others the way we expect to be treated, regardless of religious, cultural, ethnic, sexual or physical differences. This also includes rights and responsibilities for looking after property.

Communication: the right to have a view, share ideas, express oneself and ask questions, and the responsibility to listen carefully and respect the views of others.

Learning: the right to learn in a positive environment and the responsibility to allow others to learn without interference, within one's ability.

British Values: the right to individual liberty; mutual respect; rule of law; democracy and tolerance.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice and In addition, this policy is based on DfE guidance explaining that maintained schools should publish their behaviour policy online

BULLYING

All bullying incidents, including the use of racist language, are logged on the Bullying Log within the Leadership Drive. Parents/carers are contacted so they are aware of the incident(s) and know that action has been/will be taken. Please refer to the Anti-Bullying Policy for more information.

ROLES AND RESPONSIBILITIES

The Head Teacher of Thorplands Primary School will:

- Be responsible for reviewing this behaviour policy in conjunction with the governing board
- Approve this policy
- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- Monitor how staff implement this policy, to ensure rewards and sanctions are applied consistently

The Governing board will:

- Be responsible for reviewing Thorplands Behaviour and Relationships policy with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

The Staff are responsible for:

- Implementing the behaviour policy consistently
- Remaining calm, by not raising their voice
- Discreetly addressing behaviour with the individual child, without disturbing a lesson
- Clearly explaining the consequences of behaviour
- Encouraging positive choices
- Following up incidents to their conclusion, adhering to school rules & procedures
- Refraining from discussing incidents with other adults or in front of the child
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of individual pupils
- Recording behaviour incidents

The Senior Leadership Team will:

- Support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct, as outlined in the signed home school agreement.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher or SLT promptly

Positive behaviour and Classroom management strategies

Ready, respectful and safe will define all adults' approach to children in the school. Staff will need to consider their own responses to disruptive behaviour, follow the Thorplands values and respond in a consistent manner. In circumstances where children are struggling to show that they are **ready, respectful and safe** the 'AM I READY TO LEARN?' flow chart should be followed.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will

- Create and maintain a stimulating environment that encourages pupils to be actively engaged.
- Display the pupil code of conduct
- Thorplands 'ready, respectful and safe' expectations

Develop a positive relationship with pupils, which include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement.
- Verbal feedback
- Non-verbal signs

Behaviour Management (More Challenging Situations)

When dealing with a challenging situation, staff will need to remain calm and have a private one to one conversation with the child – no shouting, shaming or embarrassing them in front of the class. It is also important to ignore any secondary behaviours.

- Remind the child of our 3 core school expectations: Respectful, Ready and Safe.
- Follow the scripted conversation and remind the child that they have a choice in how they are behaving.
- If there is a danger to other children, themselves or they are stopping the learning of rest of class, you may call for assistance.
- Where appropriate follow up with PSHE sessions

- It may be beneficial for a child to have the opportunity to leave the classroom and have time to reflect and calm down in their own space. In this instance the child should remove themselves. The child will use the 10-minute timer to help regulate themselves and if/when they feel more in control they can return to class. A restorative conversation will then need to take place after the lesson between the child and adult involved.
- Follow behaviour plans for higher needs children

Scripted and Restorative Conversations

A scripted, private conversation should be had with a child (for no longer than 2 minutes). The following conversation starters should be used to engage the child:

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| <ul style="list-style-type: none"> • I can see that you are..... (and/or I can understand why you are.....) • What should we do to put things right? • Can you remember a time (earlier, yesterday, last week) when you..... • 'One of our rules is to be responsible, but you are continually interrupting our learning, | <ul style="list-style-type: none"> • I need you to..... • What choice are you going to make? (If you do not complete your work in lessons, you will need to complete it at home). |
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Children will sometimes need time to reflect on their actions. A restorative conversation may be required:

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| <ul style="list-style-type: none"> • What happened? (listen, be non-judgemental, be 'unshockable.') Remember, children should get what they need not what they deserve! • Who has been affected by this? | <ul style="list-style-type: none"> • What were you thinking at the time? • What have you thought since? • How do you think that made people feel? |
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Every process must be followed. You will need to create time at a later stage to 'repair' and have a restorative conversation with the child.

All staff to read the following book, 'When the adult changes, everything changes,' by Paul Dix.

De-Escalation

De-escalation is used to describe how we would reduce the level or intensity of a given behaviour and it accounts for a considerable part of behaviour management at Thorplands. Staff develop excellent working relationships with pupils and have in depth knowledge about their needs through collecting and sharing relevant information.

Staff observe pupil's behaviour and aim to intervene early using tried and tested de-escalation techniques allowing staff to minimise risk for themselves and others around them.

De-escalation techniques are often very subtle and may even be missed by people who are unfamiliar with the pupil.

Instructional coaching to be used so that all staff can reflect, model and improve outcomes of the behaviour.

Individual Behaviour Plans and Support

Occasionally, the above sanctions will not be effective in ensuring that the behaviour of all pupils is appropriate and adheres to the school expectations and rules. In these cases, it is necessary to develop an individual Behaviour Improvement Plan (BIP) to document rewards and sanctions set for individual pupils with issues dealing with social norms, within the school environment.

Senior leadership, SENDCO, parents and staff that work with the child will be involved in creating the BIP to ensure there is clarity between all stakeholders.

If behaviour does not improve, the child may become at risk of exclusion. The support on the BIP is intensified involving the parent/carers and, where appropriate, external agencies to improve behaviour.

Where exclusion is a risk, the BIP is reviewed every six weeks. The behaviour will be monitored closely and targets will be set according to the individual needs of the child. Home/school communication is crucial to the success of these programmes.

Escalations Policy and consequences

Levels of unacceptable behaviour

Level of Behaviour	Definition	How is this dealt with?
Level 1: Low level	Low level disruption in classroom or around school. This includes dinner times and break times	By all classroom-based staff by using classroom behaviour management techniques and systems, supported by SLT. SLT to support class-based staff in positive behaviour management and building positive relationships Inclusion manager to support all staff with approach and support individual behaviour plans for children with SEN
Level 2: Consistent/significant disruption or a one-off incident of more significance.	Either consistent low-level disruption	By Teachers alongside SLT in School & Parents.
Level 3: Extreme	Consistent significant disruption or unsafe behaviour.	Headteacher, SLT, Governors & Parents

We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

Children need to learn that there are sanctions for their actions, and that the behavioural boundaries are there for a reason. We must support the children to understand this.

Whole School Approach to Classroom Behaviour

Level 1 Behaviour

Level of Behaviour		Actions and Responsibilities	Consequence for child
Spirit in which children, the levels and stages operate:		Each child begins a morning or afternoon session with a 'clean slate' and the expectation by all adults that they will succeed.	
Level 1 Low level disruption in classroom or around school.	Class teacher	Level 1 warnings that accumulate across a day occur in the following sequence of stages:	
	Step 1	A reminder about the rules. Be Ready, Be Safe, Be Responsible Use routines and deliver privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take initiative to keep things at this stage	
	Step 2	A clear verbal caution delivered privately, wherever possible, making the students aware of their behaviour and clearly outlining the consequences if they continue. 'Think carefully about your next steps'	Choice card
	Step 3	30 second intervention in class to deliver consequence Recorded on and tracked on OneNote by class teacher Mornings – restorative meetings during break or lunch Afternoons – 5 minutes before the end of the day.	Restorative meeting with teacher/staff member to discuss behaviour. Questions to be completed verbally and then discusses with the adult involved
	Step 4	Restore and Repair: chat during break time/classroom and find a positive of end with	Miss break

Level 2 behaviours;

<p><u>Level 2</u> Either consistent low level disruption or a one-off incident of more significance but not severe.</p>	<p><u>Step 5</u> Class Teacher and Key Stage Lead</p>	<p>One Off Incident Teacher to contact parents/carers. Teacher/TA records in class log on OneNote</p> <p>Key Stage Lead arranges a meeting with the child to discuss the expectations, rules and values</p>	<p>Accumulation of level 1 behaviour in a week... Teacher arranges a meeting with parents. Teacher/TA records in class log on OneNote Weekly Diary Key Stage Lead speaks to child as a warning Behaviour chart/strategies set up and reviewed by class teacher. Create a contract with the child. Expectations of the child are clear and next steps are also clear but achievable</p>	<p>Parents called</p> <p>Behaviour chart/strategies set up to support and prevent.</p> <p>Meeting organised with Inclusion Lead to support with strategies</p> <p>Key Stage Lead speaks to child and teacher to reflect. Use of coaching and scripting future interactions with both staff member and child</p> <p>Weekly review with class teacher and Key Stage Lead and logged onto One Note</p>
	<p><u>Step 6</u> <u>Key Stage Leader</u></p>	<p>Behaviour is still a concern after step 5 intervention ... Key Stage Lead meets with Key Stage Lead Behaviour reviewed with Key Stage Lead during regular meetings with the child. Consultation with SENCO IBP as required / External support as required Recorded on and tracked on OneNote by class teacher and the phase leader</p>	<p>Parent Meeting with the Key Stage Leader</p> <p>Weekly review with Key Stage leader and logged onto One Note</p>	

	<u>Step 7</u> <u>Headteacher</u>	Behaviour is still a concern after step 6 intervention Key Stage Leader refers to Headteacher Parents meeting with the Headteacher IBP reviewed with SENCO, Key Stage Lead and Headteacher Significant high-level behaviour to be recorded on My Concern under 'behaviour' by class teacher. Behaviour reviewed with Headteacher during regular meetings with the child.	Parent Meeting with the Headteacher Options: Internal Exclusion Part-time Timetable Follow up review with Headteacher and parents
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Level 2 Behaviours

If in the same week, there is consistent challenging behaviour, which results in three restorative meetings in a week, this will be picked up by the Assistant Headteacher/Key Stage Leader responsible for that phase of the school and passed on to the Headteacher who will arrange a meeting with parents.

An ongoing behaviour record and/or contract will be set up to monitor the behaviour of that child. The Headteacher, Key Stage Lead and SENDCO will monitor behaviour to ensure support is given to staff, parents, professionals and support is given to individuals.

A daily or weekly meeting, as appropriate, between the child and a member of SLT will be set up to evaluate their contract and behaviour record.

Examples of Level 2 behaviours are as follows:

Examples of persistent Low Level behaviours: (resulting in 3 level ones in a week)	Examples of one-off incidents:
<ul style="list-style-type: none"> • Behaviour that disrupts learning for others; not following the rules and social norms • Disturbing others with 'chat' and not getting on with work despite the two previous warnings 	<ul style="list-style-type: none"> • Defiant behaviour – refusing to work. • Verbal rudeness to adults and swearing • Damaging property through carelessness

The immediate consequence of this level of behaviour will be to phone the parents to inform them of concerns or invite them in for a conversation.

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the Inclusion Lead will support the class teacher and year group team to deliver suggestions and strategies. An Internal

exclusion may also be used in some cases but need to be rigorously planned to ensure they are supporting the child with learning or restoring their needs

Where children are at significant risk of fixed term exclusion, a part-time timetable may be organised. The Headteacher has the responsibility for setting a part timetable and reviewing progress.

Every child’s education is paramount and in the case of a part-time timetable the class teacher will be responsible for providing the child with suitable work to be completed at home.

Level 3 behaviours

<p><u>Level 3</u> <u>Severe disruption, unsafe behaviour or racist or homophobic incident</u></p>	<p><u>Stage 8</u> <u>Headteacher</u></p>	<p>Severe Behaviour Refer to Headteacher. Contact with parents/carers made. Internal exclusions Part-time timetabling discussed or Fixed Term Exclusion Exclusions to be recorded on My Concern under ‘behaviour’ by class teacher. PCSO may be asked to speak to child.</p>	<p>In school exclusion Fixed term exclusion Part-time timetable</p>
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Occasionally, behaviour may escalate to Level 3. At this stage, the Headteacher will be urgently and directly involved in managing this.

Examples of Level 3 behaviours are as follows:

<ul style="list-style-type: none"> • Bullying • Damage to property • Physical assault against an adult or pupil • Theft • Spitting 	<ul style="list-style-type: none"> • Verbal/racist abuse against an adult or pupil • Inappropriate sexualised behaviour • Drug and alcohol related behaviour • Absconding from the premises
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In extreme cases, children will be excluded. The Headteacher has the responsibility for giving fixed-term or permanent exclusions in line with the NPAT exclusion policy. We will only exclude there is a need and have followed all other options. We will make decisions with the child at the centre but thinking about the safety of our staff and other children

Exclusions

Thorplands will commit to considering the following before excluding:

Parents have been included in the decision-making process – (parents may not always agree but sharing the reasons for making the decision is a courtesy, which parent should be able to expect).

Any safeguarding concerns which mean that Thorplands may need to consider alternatives to exclusion, e.g. the school cannot be confident that someone will be at home to support/supervise the pupil during the day.

Does the pupil have any SEN needs which need to be met to ensure that they are able to engage fully with academy life? This may not eradicate the consequence but may involve work from Inclusion Lead alongside to ensure that support is in place.

Occasionally schools may need to negotiate the day of the exclusion with parents to ensure that supervision is appropriate and that parents are able to actively support the academy in the consequence. This is particularly the case for younger pupils. Schools can isolate the child in the meantime if required. This does not undermine the consequence but ensures that relationships with families are maintained.

If a pupil is excluded, it means that they must be supervised at home for the period of time determined by the Head teacher. Only the Head teacher has the power to exclude a child (or deputy in absence) and this decision must be made following a full investigation.

Permanent exclusion

This is a last resort for Thorplands but there are occasions where this may be in the best interests of the pupil and/or for the school. If permanent exclusion is a consideration, then should immediate central team for advice on next step and informing the lead governor.

In cases of very serious incidents where a permanent exclusion is a possible outcome, this should be declared immediately - advice should be sought for how to educate the child whilst any investigation is underway.

The Head teacher should, as far as possible, avoid permanently excluding any pupil with an EHC Plan or a looked after child.