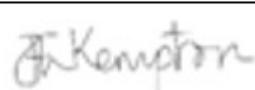




Nelson Infant and Wensum Junior Schools

Evolution Academy Trust
Headteacher: Ms. V McConnell

Wensum Relationship Policy

Policy agreed/reviewed by:	Date:
Head teacher signature: 	September 2020
Chair of Governor signature: 	September 2020

	Date of action:
Policy produced by: Jo Wells	September 2020
Policy agreed/last reviewed by: HT and LGB	September 2020
To be reviewed by: HT and LGB	September 2021

Contents

- Ethos and Aims
- Rights and Responsibilities
- Pivotal System
- Reflective Conversation
- Routines
- Challenging Behaviour and Behaviour Support Plans
- Inclusion Plans
- Positive Handling Strategies
- Exclusion
- Bullying and Role of Parents/Carers
- Related Policies, References and Teachers' Standards

“A focus on adult behaviour is the only responsible approach. Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.” **Paul Dix, 2017**

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised.” **Haim G. Ginott**

“Memories do not remain in the past but become actions in the here and now – behaviour is the communication.” **Heather Geddes (2006)**

Aims

- To develop self-esteem, self-discipline and positive relationships so that staff and children can learn, play and work together in a cohesive, caring and considerate way.
- To ensure that our school expectations, strategies and approaches are widely known, understood and consistently practised.
- To ensure our school community has a consistent and fair approach to teaching and managing behaviour.
- To encourage our children to take responsibility for their behaviour.
- To support our children with learning to manage their feelings and behaviour.
- To support the personal, social and emotional development of all of our children.
- To help our children develop positive learning behaviours.

We believe that all children have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

We believe that everyone in our school community has the right to learn, the right to be safe and the right to be treated with respect. We all have responsibility to learn, understand and respect these rights.

We believe that children need to be taught and retaught expected behaviours and that it is the responsibility of all of the adults in our school community to model and support the development and understanding of our school expectations of positive behaviour in all of our children.

We aim for all members of staff to feel empowered to manage and respond appropriately to behaviours which sit outside our core values. Children need to learn and understand that the expectations and responses to their behaviour are the same from all adults in school.

Rights and Responsibilities

We believe that everyone in our school has the right to learn, the right to be safe and the right to be treated with respect. Our approach to establishing and maintaining positive relationships is based on developing our children's understanding of these rights and their role and responsibility in ensuring these rights are maintained for all members of our school community.

All members of our school community have a part to play in recognising and maintaining these rights and in supporting positive behaviour in our school:

- Children will understand our school values and how to make choices which support these.
- Staff will support and manage behaviour in a fair and consistent manner in line with this policy and the school values.
- Parents and Carers will support our behaviour policy and work in partnership with the school.
- Governors will support and monitor the implementation of our behaviour policy and evaluate its impact.

The System

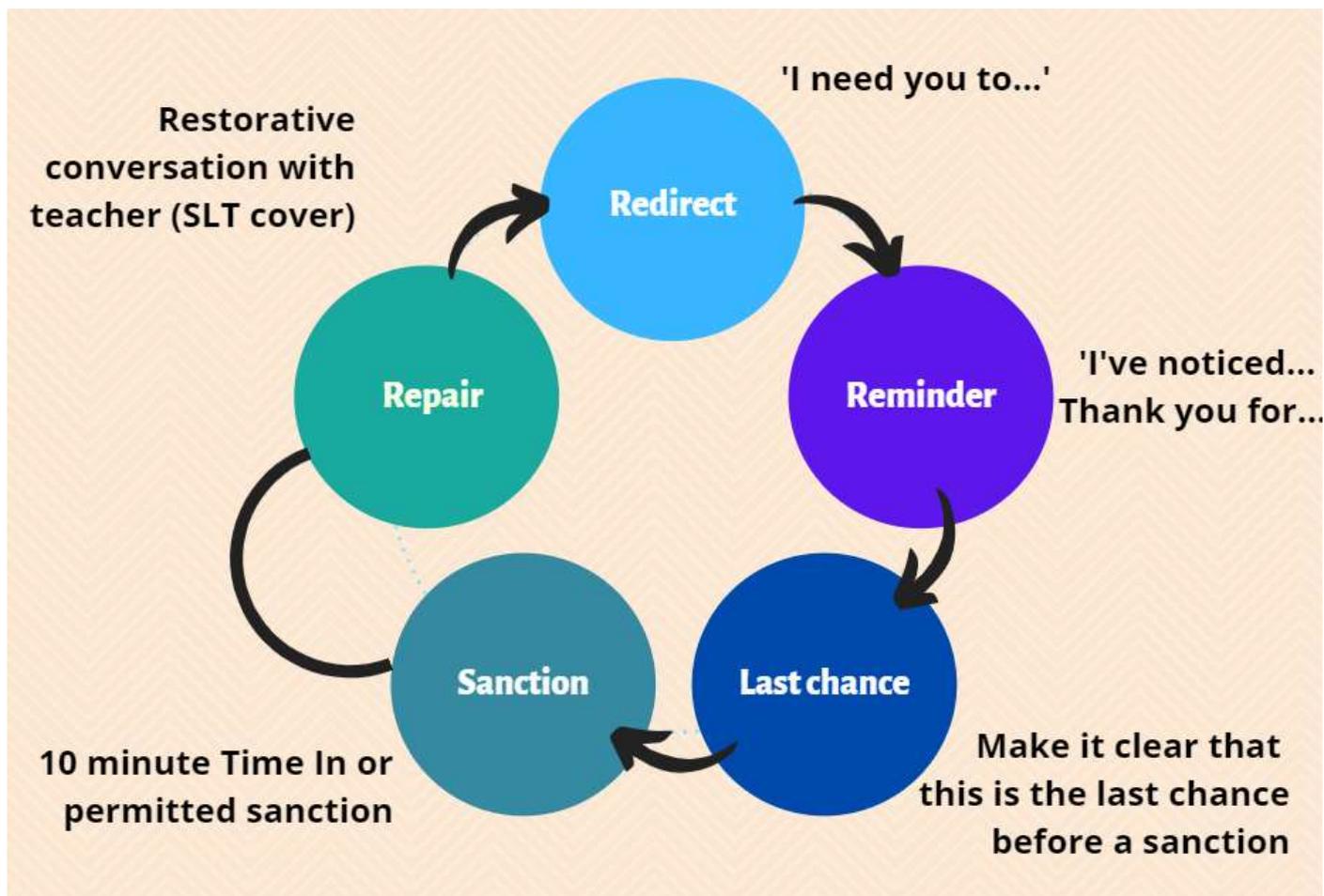
We use the Pivotal Approach, the principles of which are based on positive relationships and the Thrive Approach, incorporating the ideas of restorative justice, understanding our own behaviour and making informed choices.

Reinforcing positive behaviours

Our ethos is based on developing positive, strong relationships with everyone. We recognise that children need to be taught and retaught expected behaviours. We use the following strategies to promote positivity in our school environment:

Recognition Board	<p>A mirror on the wall - names to be written up when a learning attitude is recognised.</p> <p>The behaviour that is chosen needs to raise the expectation for others. Catch children doing the right thing.</p> <p>Any members of the school community can suggest a name and a reason.</p> <p>Change and refresh as required – the target is for all children to be on the board. The name cannot be taken off as a sanction.</p>
Meet and Greet	<p>All staff in charge of a group or class must be ready to meet and greet all children at their classrooms door at the start of the day and after transitions.</p> <p>Method of greeting to be discussed with class.</p>
Positive Note	<p>Note home or phone call to celebrate greatness.</p>
Hot Chocolate	<p>Notice the unnoticed. Children are nominated by staff.</p>

Pivotal Steps



Redirect

Used in instances of; unkindness, not following instructions, disrupting learning, not listening.

- This doesn't need to be in private.
- Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
- You may use more than one redirection if the child responds to it in a positive way.
- If following the redirection, the behaviour doesn't change, continue through the steps.

SCRIPTS: 'I need you to...' 'The class needs you to...' 'To be respectful, you need to...' '[behaviour required] thank you'

Reminder

- Private delivery – don't make negative behaviour famous.
- A reminder of the expectations for learners; Be kind, Be honest, Be respectful.

- Make the learner aware of their behaviour.

SCRIPTS: *'I've noticed...'* *'Thank you for listening'* *'This is your choice'*

Last Chance

- A verbal caution delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue.
- The learner has a choice to do the right thing
- Learners will be reminded of their previous good conduct to prove that they can make good choices.

SCRIPTS: *'This is your last chance before a sanction'* *'I know you can do this because [give recent example]'*

Sanction

EITHER repeated **unkindness, not following instructions, disrupting learning, not listening.**

OR **inappropriate language, destructive behaviour, unsafe actions, hurting people or animals.**

- Agreed permitted sanction – class to establish a short list of agreed permitted sanctions linked to the above behaviours.
- If support is required, on-call named behaviour support person will be called and cover the responsible adult's duties.

Repair

- Restorative conversations need to be had with all parties following Time In or Agreed Sanction.
- Y3 and Y4 – restorative storyboard
- Y5 and Y6 – Conversation based on the following questions: *What happened? Who has been affected by your actions? How did those people feel? What behaviours will each person show next time? Reaffirm our commitment to building a trusting relationship.*

A Reflective Conversation - Restore and Repair

We help children to understand the effect their behaviour can have upon others and aim to teach them how to make better choices next time. We use restorative conversations to empower the child to think about the impacts of their behaviour using our restorative questions. We encourage the child to take responsibility for their behaviour choices, to consider the impact on themselves and others and to plan how to respond more positively next time. We recognise that it may take time for some children to be ready to

have a restorative conversation and that restorative conversations can take place in different places, e.g. in the classroom, over lunch, walking on the playground.

Routines

We recognise the importance of establishing routines for use at different points of the school day so both children and adults are clear about what is expected of them. Predictable routines which everyone understands are reassuring and help to build a sense of belonging.

Class teachers develop routines for use at a range of different points of the school day including lining up, moving from carpet to tables (and back again!), getting whole class attention, tidy up time, coming into the classroom, going to playtime, going to lunchtime, home time and changing for P.E. Class teachers spend time at the beginning of each term teaching and re-teaching their routines. We teach routines by breaking them down into steps which are modelled, reinforced and revisited as much as necessary. We use photographs and images of each step in a routine to support this. We support transitions by giving children warnings a few minutes before the end of an activity whenever possible. We try to avoid sudden requests to stop unless absolutely necessary. We also have a number of whole school routines which are taught, modelled and retaught when necessary to the children by all adults, e.g. coming into assembly, coming in from playtime, going into the dining hall.

Behaviour Support for Challenging Behaviours

We understand that children can behave in challenging ways at times and individuals who are likely to demonstrate high level or unsafe behaviours will have a personalised behaviour or inclusion plan. We will also use the following strategies to further promote positive behaviour in these situations:

- Talking calmly to the child in an appropriate place, at an appropriate time.
- Meeting with parents and carers to develop a shared approach.
- Identifying triggers that cause behaviour to escalate and taking pro-active steps to manage these.
- Reflecting on provision, making reasonable adaptations and trialling a range of additional strategies to engage and support, e.g. safe place, anger routine.
- Using a personalised approach to prevent escalation, e.g. during transition times.
- Emphasising and acknowledging positive behaviour choices.
- Developing a positive relationship and emotional connection with the child through sharing a 'special' activity or game.
- Seeking support from a colleague when necessary.

Class teachers record the particular strategies put in place to support particular children on a Behaviour Support Plan (See Appendix 3) which is shared with all members of staff who work with the child to ensure consistency. Behaviour Support Plans are also shared with parents/carers and are reviewed regularly.

When a child is repeatedly exhibiting challenging behaviour which may be described as anti-social, disruptive to learning or aggressive, an Inclusion Plan (see Appendix 4) is put in place. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management and relevant whole school procedures should take place to eliminate these as contributory factors.

Inclusion Plans

The Inclusion Plan is written by the class teacher, in consultation with the Inclusion Lead, the SENCO and the parents/carers of the child. The aim of an Inclusion Plan is to support a child to access learning and participation in their classroom. It includes the following:

- Identification of special interests in and out of school
- Likes and dislikes of the child
- Strengths of the child
- Known triggers that cause behaviour to escalate
- Special plans/adaptations to avoid triggers
- Child's response to triggers
- Description of how adults will respond
- Review dates
- The views of the child
- The role of the parents/carers

Should matters persist or deteriorate further the following actions will be taken as necessary.

- Seeking further advice from SLT
- Seeking external support via Cluster/Local Authority, e.g. SRB support, S2S support
- Seeking further advice from Education Psychology Service and/or SEN Advisory Service
- Considering possible escalation up the SEN scale for behaviour/ SEN Code of Practice with appropriate actions as advised by the Local Authority
- Fixed term or permanent exclusion from the school in line with current legislation

We have a small team of specially trained Thrive Practitioners who support the school's work with children in need of additional support with managing their feelings and behaviour.

The role of these members of staff is to:

- Support class teachers to develop inclusive classrooms
- Provide a listening ear to staff who are finding managing behaviour challenging
- Support class teachers in developing and reviewing Inclusion Plans
- Help in minimising the risk of harm
- Carry out planned Thrive interventions based on individual profiling with individuals and small groups, e.g. developing social skills, developing emotional literacy, nurture groups
- Support colleagues if a child has reached crisis point
- Support restorative conversations and reintegration back into class after an incident

The Inclusion Lead works with the SLT to plan, review and develop provision in response to the current need. The Inclusion Lead should not be used routinely to withdraw children from their classroom but may be used as such until the class teacher has developed an Inclusion Plan. Class teachers can maintain a class behaviour log to support planning for teaching positive behaviour, e.g. Thrive circles, and to help identify any child in need of additional support with managing their behaviour in school.

Positive Handling Strategies

All members of staff regularly receive Norfolk Steps 'Step On' training and Laura Hornsby is a Norfolk Steps 'Step On' trainer. The Norfolk Steps approach is based on the use of strategies which support a therapeutic approach to the management of behaviour. In addition, all staff throughout the school regularly complete 'Step Up' training and this training informs the strategies and techniques used in school for managing extreme behaviour and handling children.

All members of staff are aware of the regulations regarding the use of reasonable force as set out in the DfE document 'Use of reasonable force' (July 2013).

This document states that a member of staff in school can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others.

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the play-ground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

At Nelson Infant School, our definition of reasonable force is that any holding, handling or moving of a child must be reasonable, proportionate and necessary in order to prevent significant harm to other children or adults or in order to prevent significant disruption to learning. Any use of reasonable force must be recorded on CPOMS and alerted to the Headteacher.

Exclusion

We are proactive and will do all we can to enable children to succeed. However, we recognise that there are times when an exclusion may be the only option available to keep a child safe, and to ensure the education and welfare of other children or staff. Exclusion is only used as a last resort and in response to serious or persistent breaches of our Behaviour Policy.

Behaviours that may put a child at risk of exclusion include:

- causing harm to themselves
- causing harm to others, including staff
- causing deliberate damage to property
- causing persistent disruption to the learning of others

If a child is displaying high levels of aggression or is causing persistent disruption to the learning of others, an internal exclusion may be put in place. This is where a child is educated away from their main class but remains in school. Internal exclusions are not long term solutions for children and are not always pre-planned. Parents are informed at the end of the day and internal exclusions are tracked and monitored by the Inclusion Lead and the Headteacher. When internal exclusions are used, the class teacher provides appropriate work for the child. During this time, some reflective and restorative work will also take place.

Part time timetables – In the event that an inclusion plan hasn't made the required impact, a part-time timetable may be formulated in conjunction with parents/carers to enable success. This is a temporary measure in line with guidance set out by the Inclusion Team at NCC.

The school follows DfE and Norfolk County Council guidelines when managing all fixed term and permanent exclusions. If an exclusion has been made following an incident, the school will work closely with parents/carers to develop plans and strategies to try and reduce the risk of future or permanent exclusion, seeking external advice when necessary.

The school will do all it can to ensure all children are able to participate fully in special events, school trips and visits. A full risk assessment will take place on a case by case basis. Parents and carers will be involved in this assessment and may be asked to attend the event or visit to provide additional support for their child. Children who are presenting behaviours which are judged to put themselves or others at too great a risk may be withdrawn from the event, trip or visit. The child would be expected to attend school and an alternative curriculum would be put in place. Withdrawing a child from a special event, trip or visit is always based on an assessment of risk and is never used as a sanction.

Bullying

At Wensum Junior School we consider any type of bullying to be unacceptable. We define bullying as deliberate, hurtful behaviour that is repeated over and over again by a child who has some type of hold over another and where the child being bullied finds it difficult to defend him/herself. Our Anti-Bullying Policy should be referred to if professionals believe bullying is part of or wholly responsible for behaviour issues.

The Role of Parents and Carers

We believe a positive partnership between home and school is crucial in promoting and maintaining high standards of behaviour and learning. We work collaboratively with parents and carers and expect them to support this behaviour policy and co-operate with the school. We work hard to build a supportive dialogue between home and school and inform parents as soon as possible if we have concerns about their child's behaviour in order to discuss the situation and work together to plan for improvement. Our Parent Support Advisor is available to provide additional support and guidance for parents and carers.

Other Related Policies:

- Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- Positive Touch Policy
- Teaching & Learning Policy
- PSHE Policy

References:

- *Attachment in the Classroom*, Heather Geddes (2006)
- *Inside I'm Hurting*, Louise Michelle Bomber (2007)
- *Getting the simple things right: Charlie Taylor's behaviour checklists*, DfE (2011)
- *Use of Reasonable Force – Advice for headteacher, staff and governing bodies*, DfE (July 2013)

- *Mental Health & behaviour in schools*, DfE (2014)
- *Classroom Behaviour*, Bill Rogers (2015)
- *Behaviour and discipline in schools – Advice for headteachers and school staff*, DfE (January 2016)
- *When the Adults Change, Everything Changes*, Paul Dix (2017)

Teacher Standards

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

TS7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Restorative Storyboard

Child's Name:

Class:

Draw what happened.

Who was affected?
How do they feel?

What were you feeling
when it happened?

What should you have done?
How would you feel?

Behaviour Support Plan

Date:

What were you thinking
when it happened?

What needs to happen now?

Name

Class:

Start date:

Review date:

Photo of Child

Child's Likes and Strengths:

Behaviours Causing Concern:	
Triggers:	
Aim of Plan:	
Daily Proactive Intervention	
Developing Intervention	
Reactive Intervention	
If a child reaches this stage regularly, a Risk Assessment and Inclusion Plan will be considered.	

Behaviour Support Plan explained to Parent/Carer by School

Signed Role in School: Date:

I understand and agree to the Behaviour Support Plan.

Signed (Parent/Carer) Date:

Inclusion Plan

<p><i>Photo of Child</i></p>	<p>Name:</p> <p>Year:</p> <p>Class:</p> <p>Date of Birth:</p> <p>Start Date of Inclusion Plan:</p>
------------------------------	--

Date of Review:

Thrive Profile Date:

Potential Triggers *and strategies in place to respond:*

Child's View of triggers and how to help:

Child's Likes and Strengths:

Child's Dislikes:

--	--

Positive behaviour:

Strategies to maintain:

First sign that things are not going well:

Strategies to support:

Where this behaviour leads next:

Strategies needed:

Norfolk Steps de-escalation script

Call for assistance

Norfolk Steps Intervention

What we are trying to avoid:

Interventions necessary:

Call for assistance
Norfolk Steps de-escalation script
Norfolk Steps Intervention

Inclusion Plan and Norfolk Steps Intervention explained to Parent/Carer by School

Signed Role in School: Date:

I understand and agree to the Inclusion Plan and the Norfolk Steps Intervention.

Signed (Parent/Carer) Date: