

ATTAIN ACADEMY PARTNERSHIP

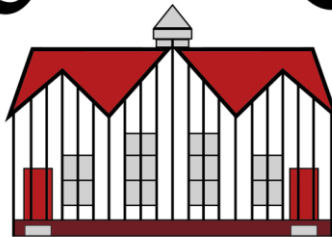


Relationships and Behaviour Policy

For

Gosfield Community Primary School

GOSFIELD



**Community
Primary School**

June 2023

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Relationships and Behaviour Policy

This policy has been written with consideration of the Essex approach including understanding behaviour and supporting emotional well-being; 'Trauma Perceptive Practice.'

1. Policy Aims

At Gosfield Community Primary School, we aim to encourage a lifelong love of learning by providing a caring environment where children feel safe and secure. All the children are known as individuals and their talents and strengths recognised. With kindness and compassion, the adults at Gosfield Community Primary School make getting to know the children their number one priority. Through these meaningful relationships built on trust, the children and adults form a learning community underpinned by our three school rules:

Be Ready, Be Respectful, Be Safe

This policy aims to:

- Set out the positive and meaningful relationships that are felt at the heart of Gosfield Community Primary School's community, where the school environment ensures that all children can flourish in both their learning and well-being.
- Promote high expectations of positive behaviour, mutual respect, and consideration of others both within and beyond the school environment.
- Help all children to grow in a safe and secure environment, to become safe, kind, responsible and independent members of our school community.
- Help all children to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others

2. Legislation and Statutory Requirements

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

- [Behaviour in schools: Guidance for headteachers and school staff](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [DfE Exclusion from maintained schools 2017](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied.

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

4. Giving Children the Tools to Succeed

At Gosfield Community Primary School, we believe teaching children about their own big emotions, strong feelings and behaviour is key to helping them understand at an age-appropriate level. This will give them the best chance of developing positive behaviour patterns, understanding their own wellbeing and happiness. All staff at Gosfield Community Primary School undertake Trauma Perceptive Practice training and support children to achieve these things through modelling, teaching discretely through PSHE lessons and workshops and through the Zones of Regulation Training which supports children in identifying strategies to manage emotions independently.

5. Positive Relationships

Positive relationships are at the core of all our interactions, with a view that every interaction is an intervention. Teachers, classroom support staff and the wider staffing team are expected to act as role models for children, in terms of their behaviour and modelled relationships. It is important that there is consistency in practice across the school. This includes:

- Consistent language and response – referring to the Gosfield Community Primary School's Three Rules as the basis for all conversations about behaviour.
- Consistent follow-up – with all adults empowered to take responsibility for behaviour. However, Senior Leaders may come alongside staff to facilitate co-regulation.
- Consistent positive feedback – including routine procedures for reinforcing and encouraging children's efforts in going above and beyond.
- Consistent consequences – that are logical, restorative, and reflective, where the child acknowledges the natural consequences of their actions.
- Consistent respect from adults – even in the face of unregulated children.
- Consistent modelling of emotional validation - self-regulation strategies are explicitly modelled by adults.

- Consistent routines – in the classroom, on the playground, in the dining hall.
- Consistent environment – positive, visual strategies will be shared by all.

6. The Restorative Approach to Dysregulation

Any behaviour that breaches Gosfield Community Primary School's rules should be addressed using the approaches in appendix 2 in the first instance. For the few children whose behaviour demonstrates extreme dysregulation, the following should be taken into consideration when supporting the behaviour:

- Be calm – interactions with children should be calm and happen discretely as much as possible.
- Address the behaviour, not the child – it must be clear that it is the child's behaviour that is inappropriate, not them as an individual.
- Learning from mistakes – it must be made clear what changes in behaviour are required to avoid future consequences.
- Adults should draw on their knowledge of the child and co-regulation strategies to support the child in regulating their emotions. We acknowledge that these strategies are required to be personalised to each child and may not look the same.
- As children mature emotionally, adults will encourage the use of self-regulation strategies with increasing independence.
- Adults should support children in identifying their trigger points to avoid future dysregulation.
- No collective blame - group punishment should be avoided as it breeds resentment. Instead, using the Recognition Board as a strategy to remedy whole class issues using these positive approaches.
- Adults will support children to use restorative conversations if their behaviour has caused relationships to breakdown. This will include 3-part apologies (I am sorry I...; It was wrong because...; next time, I will...).
- Logical restorative actions will be facilitated to enable children to repair damage done and avoid hopelessness.
- Sometimes it may be necessary for the child to spend some time reflecting on their behavior – this can be done during playtime/lunchtime with an adult. This time will rarely be for the entire duration of the break. Reflection time is recorded on CPOMs
- At this point children reintegrate back into the learning community to restore connection and belonging.

7. Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children/young people, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child/young person) is fully supported.

We always consider the following:

- are they physically safe and protected?

- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. Some children may then have individual dysregulation plans which are shared with all staff and are followed consistently. A meeting with parents would be held to share this document and regular reviews would be in place.

8. Physical intervention (control and restraint)

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools September 2022](#)

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the Head Teacher.

Our school follows **the Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**. It can be found here: [Understanding and Supporting Behaviour 2022](#)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Further information on physical intervention may be found in the trust's physical intervention policy.

9. Exclusions and suspensions

The exclusion of a pupil is always the last resort and usually follows an attempt to remediate the inappropriate behaviour over a period of time. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE May 2023)**.

'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
 - Bullying
 - Racist abuse
 - Abuse against sexual orientation or gender reassignment
 - Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.'

Further information on exclusions may be found in the trust's exclusion policy.

10. Equality

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, any individual needs of pupils will be taken into consideration and reasonable adjustments made where appropriate in the management of challenging behaviour or the application of sanctions where a pupil has a special educational need or disability.

In accordance with the school's equality policy, and its duty under the Equality Act 2010, the policy applies to all members of the school community regardless of race, disability, gender, sexual orientation, gender re-assignment, religion/belief, age, pregnancy/maternity or marital status.

11. Linked Documents

- Anti-bullying Policy
- Child Protection Policy
- Complaints Policy
- Equality Policy
- Home School Agreement
- Online Safety Policy
- Physical Intervention Policy
- Safeguarding Policy
- SEND Policy
- Whistleblowing Policy

Appendix 1: Consistently Celebrating the Success

Consistently Celebrating the Success	
Meet and greet	A member of staff will meet and greet pupils and families at the gate every morning. Every child will be greeted with their name. On entry to a classroom whenever a member of staff meets them for the first time that day, children will be again greeted and their name will be used.
Gold Book Award	Once a week, each teacher chooses two children from the class to be awarded with a gold certificate. These are shared in assembly and also in the weekly newsletter – these can be for any reason including achievement or effort
Good Citizen Award	Once a week, each teacher chooses one child from the class to be awarded with a Good Citizen certificate. These are shared in assembly and also in the weekly newsletter – this award is linked to our British Values and 3 school rules (Be Ready, Be Respectful, Be Safe)
Recognition Board	All classrooms will have a recognition board. This board will be used to target and encourage specific behaviours that the children need to develop. Children will earn the right to add a sticker to the recognition board. When each section of the recognition board has been filled, the whole class will earn a five-minute reward e.g. going out early for play, mini disco etc.
Positive Paperchains at lunch time	The catering team have links for paperchains. At lunchtime, they will be on the look-out for pupils who go 'above and beyond'. Every child they spot will be given a strip to add to the paperchain. When 100 pieces are joined together, the children will earn 10 minutes extra playtime.
'Outside School/community' recognition	If a child is a good citizen in the community (for example completing charity work) the child's photograph and explanation are shared in the weekly newsletter – Headteacher's awards are used for special recognition.
Writer/Mathematician of the week	Teachers choose a child for each award every Friday to display their written work or math work in the corridor. These children stand in Friday assembly for recognition and are shared in the newsletter.

Appendix 2: Consistent Intervention Steps

Consistent Intervention Steps	
At all times, using a gentle, calm approach, use the child's name, match the child's level, make eye contact, deliver message succinctly.	
1. Redirection	Children will be redirected using non-verbal cues wherever possible. Gentle encouragement, a 'nudge' in the right direction, small act of kindness <i>Walk away</i>
Take up time	
2. Reminder	I noticed you chose to...(noticed behaviour) This is a REMINDER that you need to be (kind/safe/responsible) You now have the chance to make a better choice. Thank you for listening. <i>Walk away.</i>
Take up time	
3. 30-second intervention	I noticed you are ...(noticed behaviour) You know our rule about...(kind/safe/responsible) I need you to...(state behaviour you need to see) and see me for 2 minutes at the end of the lesson. Do you remember... (state time) when you ...(state previous positive behaviour example seen)? That is what I need to see now. Thank you for listening. <i>Walk away.</i>
Take up time	
4. Time out or Reflection Time	This is only needed if the child needs a short time to compose themselves and calm down. I have noticed you are... (upset/angry) You need to ... (go to wherever will allow them space to calm down) I will speak to you in two minutes. Thank you for listening. <i>Walk away.</i>
5. Restorative conversation	Restorative conversations will take place as soon as possible after an incident. Staff and pupils may walk and talk or do something together to make the conversation less intense. Restorative conversations will not happen with a desk in between. Both staff and learners will answer the questions. 1. What happened? 2. Who has been affected? 3. How has this made people feel? 4. What should we do to put this right? 5. How can we do things differently in the future? For pupils with SEND who are being supported for their emotional development, we will record using the Restorative Comic Strip Conversation (Appendix 5). This will provide pupils with a visual reference for this incident and any future follow up. It will also act as a record for further evidence, if required.
In more serious circumstances, for example aggressive or threatening behaviour, SLT or another class teacher may support with co-regulation. Some children may also require a Personalised Distress Management Plan (appendix 3).	

Appendix 3: Distress Management Plan

Window of Tolerance Description What the child is like when regulated, calm and engaged?	How best to support and maintain this and support regulation
Dysregulation Description What are the first signs that things are becoming too stressful?	Strategies to support and to co-regulate
Where does this stress behaviour lead to next? What we are trying to avoid?	
Hyperarousal	Interventions necessary to support, co-regulate and keep everyone safe
Hypoarousal	Interventions necessary to support, co-regulate and keep everyone safe

Appendix 5: Comic Strip Conversation

Restorative Conversation - Comic Strip Conversations

Adult draws and writes to record child's recount; their reflection on events and feelings; and their restorative actions.

Name:	Class:	Completed by:
Brief outline of incident (including context and time):		
What happened? How did people feel? <i>(Zones of Regulation colours can be used for children familiar with these).</i>		
What can we do now to put things right?	How can we do things differently next time?	
Brief outline of outcomes of follow up actions:		

Appendix 6: Behaviour Strategies

Instances of unacceptable behaviour will always be taken seriously. If the incident is considered sufficiently serious it will be recorded.

Examples of unacceptable behaviour and their likely sanctions are:

Behaviour	Consequence
<p><u>Any of the following ONCE</u></p> <p>Shouting out in class Swinging on chair Fiddling Dropping litter Throwing small item across class Leaving class or seat without permission Running in corridors Shouting out in corridors Failure to remain on task Poor effort Wasting time Talking in assembly</p>	<p>Redirection and reminder given</p> <p>(Appendix 2 used at initial behaviour)</p>
<p><u>Repeating after a warning from level 1</u></p> <p>Name calling Pushing Pushing and shoving in line Minor physical actions e.g. treading on toes, jumping on another's back (non aggressive) Purposefully winding another child up Minor swearing Initial disrespect to any staff member Answering back Distracting others from their learning</p>	<p>30 second intervention</p> <p>Conversation with an adult followed by time to reflect on their choices (appendix 2)</p> <p>Restorative conversations with other child if behaviour affected friendships</p>
<p><u>Repeating actions from previous levels</u></p> <p>Swearing Fighting Refusal to co-operate Threatening/aggressive behaviour Damage to school property Inappropriate physical touching Repeated disrespect</p>	<p>Where required, time in reflection during break/lunch time– in a classroom with a member of teaching staff</p> <p>Recorded on CPOMs</p> <p>In a serious incident parents will be informed verbally either via phone or face to face</p> <p>Restorative conversation/comic strip</p>
<p><u>Repeated refusal to comply to school rules</u></p> <p>Being aggressive towards other children Physically injuring another child – minor Leaving school site putting themselves at risk</p>	<p>Internal suspension in another classroom or office – parents informed verbally either via phone or face to face</p> <p>Recorded on CPOMs</p>
<p><u>Ongoing refusal to comply with school rules</u></p> <p>Physically injuring another child – major Physically injuring a member of staff</p>	<p>External suspension – headteacher's discretion as to length</p> <p>Recorded on CPOMs Parents informed verbally and by letter Chair of Governors informed</p>

