POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY

Status	Statutory
Responsible Board	Directors Board
LGB	Full Governing Board
Responsible Persons	Principal
Date Policy Agreed	June 2019
Last Review Date	May 2023
Next Review Date	September 2024

Introduction

Rosedale Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our school believes that pupils should be encouraged to adapt behaviour that supports learning and promotes good relationships. We believe poor behaviour and low-level disruption threatens the rights of pupils to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened. All pupils have a right to work in a calm, supportive and purposeful atmosphere. We recognise that even when encouraged to make the right choice, some pupils will occasionally make choices that threaten their own learning or that of others. Therefore, it is necessary to have a set of practical measures and behaviour strategies to secure a positive learning environment for all.

Aims & Purpose

At Rosedale, we consider every person to be of value irrespective of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. We aim to create positive, law-abiding citizens of the future. We create a positive learning environment so that all children can achieve their potential.

- To promote and encourage positive behaviour at all times
- To keep the school community safe and secure
- To keep the school free from any kind of intimidation or bullying
- To address concerns about behaviour and deal with these to the best of our ability
- To foster mutual respect and understanding
- To develop good social skills
- To promote emotional wellbeing
- To develop increased self-esteem
- To give consistency and structure
- To create a positive environment for learning
- To enable effective teaching and learning and raise standards

Vision & Values

Rosedale Primary School values every individual and supports the right of everyone to learn, work and live in a thriving community and to be treated with respect. This Policy is underpinned by the Trust values of include, integrity, exceed and inspire.

Praise & Rewards:

- The school believes that: pupil achievement and motivation are inextricably linked; that pupils' positive self-image and feelings of success influence motivation; and that positive self- esteem is actively nurtured through praise and reward. The school therefore operates a wide-ranging policy of rewards and praise designed to acknowledge and value the full spectrum of pupils' efforts and achievements and thus to recognise many forms of success.

- Our aim is to devise a range of rewards for genuine achievement for pupils of different ages, and to promote and maintain a positive culture in which everyone feels valued for their contributions.

- It is essential that staff refer to values frequently and reinforce them through praise and rewards. We aim to develop a positive praise attitude. Praising pupils will raise their self-esteem, helpthem to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.
- Range of rewards:
  - The use of verbal praise and encouragement in lessons and around the school as much as possible;
  - Supportive and constructive feedback;
  - Positive texts and phone call homes;
  - Academy Proud Points;
  - Weekly Proud Learners;
  - Principal reward schemes e.g. Proud postcards, phone calls home, badges;
  - Recognition via assemblies – including Homework Heroes & Attendance Champions;
  - Certificates;
  - Formal occasions – Reward assemblies, special awards, presentation evenings;

- Reasons for Rewards may include, although not limited to:
  - Full and sustained engagement with learning in the classroom, demonstrating being ready,respectful and safe;
  - Demonstrating the school values;
  - Having a positive attitude to learning;
  - Excellent answers and work;
  - Representing the school - taking part in sports, enterprise, visits, trips, extra-curricularclubs, by being an ambassador for the school;
  - High Attendance/Most Improved Attendance;
  - Demonstrating a strength of character;
  - Community and charity involvement.

Promoting Positive Behaviour

Our principles that underpin the promotion of positive values and behaviour include:
- Praising in public
- Reprimanding in private
- Low-level disruption addressed through scripted responses
- Restorative conversations
- Being 'predictable' through clear, rehearsed routines

In rewarding positive behaviour, we include a staged approach:

1	Positive praise	Positive praise is given to a pupil, for reasons outlined above. The positive praise, wherever possible and appropriate, is specific and public.
2	PROUD Point	Pupils are rewarded with PROUD Points. These are individually collected by pupils and, whilst praised/rewarded publicly where given, recorded privately. Over time, pupils are able to 'spend' their PROUD Points on a range of rewards. This reward list is designed and reviewed in conjunction with the Junior Leadership Team.

		This is recorded by staff and data collected, allowing leaders to monitor the consistent implementation of rewards and/or identify behaviour trends.
3	PROUD Awards	Pupils receive a PROUD Award for either: • Going 'above and beyond' in a particular week/period of time. This is celebrated either through our weekly PROUD Assembly or PROUD Postcard – a postcard sent home sharing pupils' achievements/efforts. • Having been credited with a particular number of PROUD Points (e.g. 40 PROUD Points is rewarded with a Silver Proud Award)

Consequences

Addressing low-level disruption
Low-level disruption is not tolerated. To support an environment free from low-level disruption, we follow a staged approach:

Stage		Visible routine	Involvement
1	Reminder	Pupils are given a reminder, using the script: *[Name], I need to see [desired behaviour], so that [link to value], thank you.*	Class Teacher Pupil
2	Reset (2)	Where disruption continues, pupils have a 'reset', which will include temporarily moving places within the classroom. ■ At this point, the consequence given is the promise of a *face-to-face discussion* during social time. ■ During *face-to-face discussion* a proportionate and reasonable consequence is given (e.g. finishing work during social time). ■ This face-to-face discussion is a restorative conversation between the adult and pupil. Where a pupil is moved twice within a week, this is logged on CPOMS.	Class Teacher Pupil
3	Reset (3)	Where disruption continues, pupils have a 'reset', which will include a member of the Pastoral Team being called for and temporarily moving from the classroom, supported by a member of support staff/Pastoral Team. ■ Face-to-face conversation and agreed consequence, as above. ■ A mediator (e.g. Pastoral Team) may support the facilitation of this between class teacher/pupil.	Class Teacher Pastoral Pastoral Team Parents (contact made) Pupil

		This is logged on CPOMS. *Should this reset be refused, a member of the Senior Leadership Team is called for and this is treated as a serious incident, outlined in the next section.*	
3	Report	Where a pupil's behaviour persists (e.g. regular *resets* being logged), a Report Card is put in place. This report card: ▪ Scores each lesson/section of the school day; ▪ Can be used for a particular part of the school day (e.g. focused on play time); ▪ Can be used as a reflection tool during daily restorative conversations; ▪ Is shared with parents.	Class Teacher Phase Leader Pastoral Team Parents Pupil
4		A Report Card is in place for a fortnight. Should further intervention be required, pupil is supported through a Pastoral Support Plan.	Class Teacher, Phase Leader Principal/Vice SENDCo (as appropriate)

Addressing serious incidents

A serious incident is defined, at Rosedale, as an incident beyond low-level disruption. It may include, but is not limited to the list below.

▪ Bullying – managed through the school's Anti-Bullying Policy
▪ Swearing;
▪ Aggressive behaviour towards another pupil;
▪ Verbal/physical abuse towards another pupil;
▪ Fighting;
▪ Missed consequence;
▪ Damage to property/grounds;
▪ Verbal/physical abuse towards staff member;
▪ Physical assault of another pupil;
▪ Truancy;
▪ Discriminatory language use/discrimination;
▪ Bringing the school into disrepute;
▪ Significant disruption to the school.

In these situations, a member of the Senior Leadership Team is to be called for immediately. One of the following decisions will be made, dependant on severity and/or regularity:

▪ Stage 3 Report Card, as above
▪ Stage 4 Pastoral Support Plan, as above
▪ Suspension and/or Permanent Exclusion, in line with Trust Policy.

Suspension & Permanent Exclusion

Suspension/Permanent Exclusion is seen as a last resort after all other attempts to modify behaviour have failed. The Principal (or Acting Principal) has the authority to issue fixed-term suspension and/or permanent exclusion on disciplinary grounds and in line with the Trust Suspensions Policy & DfE Guidance.

Pastoral Support Plan

A Pastoral Support Plan is put in place for a pupil:
- Always, where a Report Card has not secured improved behaviour over a fortnight;
- Always, following a suspension;
- Where a serious incident has occurred and it is felt there is a risk of the behaviour being repeated.

The Pastoral Support Plan is led by the Class Teacher, with involvement from:
- Phase Leader, providing support/advice
- SENDCo, where it is felt there may be an underlying need
- Principal, upon review
- Pupil, providing pupil voice
- Parent/Carer, providing parent voice

Appendix 2 shows the format for a Pastoral Support Plan. Normally, a Pastoral Support Plan would be in place for a half-term. Where there is no/little progress made, external agency support is sought through the Local Offer. This may be made earlier, if required. The initiation of this and its reviews are logged on CPOMS.

Where a Pastoral Support Plan is in place, this should be followed at all times and is shared with appropriate staff.

Positive Handling

Rationale

This policy is based on the idea that physically restraining pupils will be as a last resort and occur rarely and only when there is no alternative in theirs and others' interests and safety. Physical restraint should only be used where behaviours are such that they will have a direct impact on the safety of the pupil, of others, where there is a risk of damage to property or where there is serious disruption. The academy recognises the importance of placing its policy on physical restraint within the context of its whole-academy approach to behaviour. The academy's behaviour policy sets out the steps taken to positively promote and encourage good behaviour amongst pupils; is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive sanctions and steps.

Aims and Objectives

Pupils are entitled to a safe and secure environment in which the highest value is placed on learning how to behave appropriately towards others. Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in a difficult situation. All staff may physically restrain pupils to protect the pupils or themselves without having received formal training according to LA documentation. However, the academy will seek external training for some staff and update that training as required. Specific staff members are Team Teach trained.

Implementation

The academy has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may involve the use of reasonable force in accordance with the academy's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control. Physical restraint

should at no time be used as a threat, a punishment to the pupil, or to force compliance with staff instructions when there is no risk of injury or serious harm to property.

Physical restraint will only be used in the following circumstances:
- The child is attempting to harm himself/herself or his/her actions may result in harm.
- There is a risk of physical injury to a member of staff or a member of the public.
- Damage to property is being caused.
- It is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken.
  - The child is engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school.

Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and deescalate the situation have been pursued or where staff feel that immediate action is required. Once a member of staff has decided to intervene physically to prevent injury occurring to any person, or serious damage to property, then he/she should:

- Give clear instruction warning the pupil that unless he/she conforms then physical restraint will be applied. Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others, once they have calmed down and no longer posing a threat then the restraint will cease.
- Summon help from another member of staff, to assist and, where possible, one other to act as a witness. Other staff may need to swap in as needed.
- Use only the minimum force necessary to prevent injury or damage and apply for the minimum amount of time.
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self-control.
- Reassure the pupil, as they regain self-control.
- Both pupil and the adult should be given time to recover, acknowledging that emotional distress takes longer to subside than physical symptoms.
- Immediately following an incident, staff involved will be given the opportunity to take time out.

Reporting/Recording Serious Incidents
All Serious incidents, which result in physical intervention taking place will be recorded on CPOMS which is time and date stamped. Following a physical intervention taking place, the parents/carers of the pupils involved will be informed by telephone or in person.

Post Incident Supervision
It is essential that following a physical intervention that supervision is held for the staff members and pupil involved. Immediately after the incident both parties will be given the space and time to calm down, de-brief cannot take place whilst adrenalin levels are high. During the supervision what happened, what de-escalation strategies were used first and what/why physical restraint was necessary will be reviewed. The wellbeing of both parties will be monitored regularly after the event. Further follow up supervision may happen the next day as reflection time can be useful to discuss and to check all strategies used where the right ones or reflect if anything could be done differently.

All Staff	Act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm,

	from harming others or from causing serious damage to property. Ø Log incidents on CPOMs

Principal	- Ensure that reports of incidents are logged on CPOMs and parents informed as appropriate. (If other professionals are involved with the child e.g., social worker, these will be informed also.)
	- Ensure Positive Handling training is kept up to date
	- Monitor the use of restraint, including consideration of:
	    o The attempts at defusing situations
	    o Correct post-restraint procedures have been carried out behaviour plans/positive handling plans
	    o The need for training for staff

Governors	- Ensure that the policy is administered fairly and consistently - Review this policy every two years

APPENDIX 1

Positive Handling Plan

Child's Name:	Date of plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
What does this look like?	What does this look like?	What does this look like?

What can I do to help myself? What can staff do to help me?	What can I do to help myself? What can staff do to help me?	What can I do to help myself? What can staff do to help me?
Stage 4 Recovery Behaviours	**Stage 5 Depression Behaviours**	**Stage 6 Follow up**
What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?

What are the common triggers?

De-escalation Skills:

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			

Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing Audience			
Others			

Child's interests/praise points

1
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2
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3
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4
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5
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Any medical conditions to be taken into account before using physical interventions?

Preferred method of physical intervention?

	Try	Avoid	Notes
Caring C Guide			
Team Teach hug			
Gathering in the elbows			

Are there any factors to consider when debriefing?

Hear **Explain** **Link** **Plan**	

How should we record incidents and who should we inform?

Plan signed and agreed by:

Headteacher: Name:

Parents/Carers: Name:

Social Services (if applicable):   Name:

Educational Psychologist: Name:

Child: Name:

Other: Name:

Pastoral Support Plan

A Pastoral Support Plan is used:
- Where behavior is a concern and a carefully-considered plan must be put in place to best support the pupil meet the high expectations of the school.
- As an alternative format to pupils who are on the SEN register for SEMH, where this best suits the needs of the pupil.
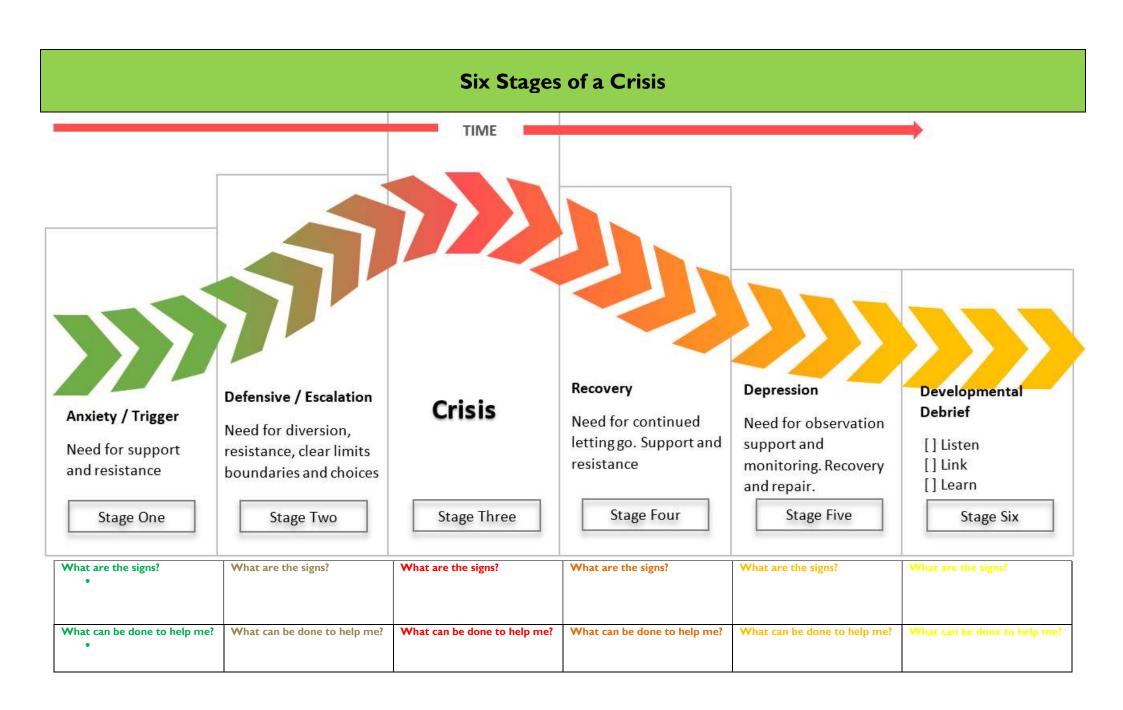
Completing the Pastoral Support Plan:
- The overarching PSP should be completed
- The following pages should be completed/deleted as appropriate, depending on their relevancy.
- This is the responsibility of the Class Teacher, advised/supported by leaders and colleagues.

Sharing/Implementing the Pastoral Support Plan:
- The Class Teacher should ensure that the relevant information is shared with relevant individuals that work with/may encounter the pupil. This may include other staff who teach the class, support the class or those that support at break/lunch.

	Pastoral Support Plan – Summer 2022 – [Pupil Name]		
	Why is this support plan in place?		**What assessments were used to inform this support plan?**
			•
Long Term Outcome(s)			
Medium Term Outcomes(s)			

Review		Planning ahead		
Antecedent What was the identified antecedent?	**Behaviour** What did the behaviour look like?	**Short Term Outcome**	**Provision & Strategies** What? How often? Who?	**Review Comment**

Six Stages of a Crisis

TIME

Anxiety / Trigger

Need for support and resistance

Stage One

Defensive / Escalation

Need for diversion, resistance, clear limits boundaries and choices

Stage Two

Crisis

Stage Three

Recovery

Need for continued letting go. Support and resistance

Stage Four

Depression

Need for observation support and monitoring. Recovery and repair.

Stage Five

Developmental Debrief

[ ] Listen
[ ] Link
[ ] Learn

Stage Six

What are the signs? •	What are the signs?	What are the signs?	What are the signs?	What are the signs?	What are the signs?
What can be done to help me? •	What can be done to help me?	What can be done to help me?	What can be done to help me?	What can be done to help me?	What can be done to help me?

Risk Assessment

DATE:	DATE LAST ASSESSED:		PERSONS AT RISK						INITIAL RISK RATING		
Pupil: **Class/Teacher:**			Pupil	Other pupils	Staff	Visitors	Public		Low	Medium	High
TASKS OR ACTIVITIES	**RISKS IDENTIFIED**	**No.**									

Notes:

HAZARD NO.	CONCERNS AND EXISTING CONTROLS IN PLACE TO SUPPORT	FURTHER CONTROLS TO BE PUT IN PLACE	BY WHOM	COMPLETION DATE	FINAL RISK RATING		
					LOW	MEDIUM	HIGH
1							
2							
3							

ASSESSED BY: _____   APPROVED BY: _____   REVIEW DATE: _____

Individual Timetable

	8.30-8.45am	8.45-9.45am	9.45-10.30am	10.30-10.45am		10.45-12pm	12-12.15pm	12.15-1pm	1-1.05pm	1.05 – 1.25pm	1.30-2.30pm	2.30-2.50pm	2.50-3.00pm
Mon	Fluency Starter *10 fluency questions up on the board*	Maths	Reading RWI Spelling	B R E A K	Newsround	English	Celebration	L U N C H	Registration	Times Tables Groups	Y3 – Science Y4 – RE Y5 – Music Y6 - PE	Class Storytime	Daily Review (Flashback)
Tues		Maths	Reading RWI Spelling			English	Picture News			Times Tables Groups	Y3 – RE Y4 – French **Y5 – PE** Y6 - Science		
Wed		Maths	Reading RWI Spelling			English	Jigsaw			Times Tables Groups	Y3 – PE Y4 – Science Y5 – RE Y6 - Music		
Thur		PPA (Sports coaches & Art) Commando Joe's (ASPIRE) Library Visit Music/PSHE				PPA (Sports coaches & Art) Commando Joe's (ASPIRE) Library Visit Music/PSHE				PPA (Sports coaches & Art) Commando Joe's (ASPIRE) Library Visit French /PSHE			
Fri		Maths	Reading RWI Spelling			English	Pupil Leadership			Times Tables Groups	Y3 – Science Y4 – RE Y5 – Music Y6 - PE		