



POSITIVE RELATIONSHIP AND BEHAVIOUR POLICY



Status	Statutory
Responsible Board	Directors Board
LGB	Full Governing Board
Responsible Persons	Sarah Gallacher
Date Policy Agreed	June 2019
Last Review Date	March 2022
Next Review Date	March 2023

Policy Statement

Rosedale Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and positive interventions that support staff and learners.

Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Vision

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.

Values

- We focus on learning with reading at the heart of everything we do
- We care for each other and always show respect
- We are inclusive
- We enjoy school life
- We trust all members of our school community
- We foster a love of the outdoors
- We show bravery in everything we do

Purpose of the Policy

- To recognise behavioural norms
- To positively reinforce behavioural norms
- To promote self esteem and self discipline
- To teach appropriate behaviour through positive interventions

All staff must:

- Meet and greet children at the classroom door each morning
- Use children's names when interacting with them
- Ensure that they know the names of all the children in school
- Acknowledge all children and adults that they come into contact with
- Never walk past or ignore children who are not meeting expectations
- Recognise children going over and above

The Headteacher and the Senior Leadership Team:

- Be a visible presence around school
- Regularly celebrate staff and children whose efforts go beyond expectations
- Encourage use of positive praise, notes home, certificates, stickers etc
- Ensure staff training needs are identified and targeted
- Analyse behaviour data to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Children want staff to:

- Be kind and friendly.
- Not to ignore children, make sure everyone is helped.
- When things go wrong, listen to every side of the story before deciding what to do.
- Be happy
- Respect the children

Behaviour for Learning

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules:

- Be ready
- Be respectful
- Be responsible

These can be applied to a variety of situations and are taught and modelled explicitly.



We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
Be ready Be respectful Be responsible	Meet and greet Using children's names Tell children what you want them to do, not what you don't want to do	Recognition Boards Dojos Certificates Positive Notes Contact with home Headteacher praise

Relentless Routines

Praise in Public Remind in Private	Consistent Language eg thank you	Get to know children – find out about children in other classes Behaviour plans and Positive handling plans are shared with all staff
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Stepped Boundaries

<p>Gentle approach: use child's name, child level, eye contact, deliver message</p> <p>The adult who witnessed the incident is the person who should go through the stepped boundaries.</p>
<p>1. REMINDER –</p> <p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Responsible) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
<p>2. WARNING</p> <p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to go to another class. Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
<p>3. CALMING TIME</p> <p>I noticed you chose to (noticed behaviour) You need to go to another class (specify which class) I will come and speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in another classroom. I will come and speak to you in two minutes. Thank you for listening.' TIME IN not TIME OUT that counts. *DO NOT describe child's behaviour to other adult in front of the child*</p>
<p>4. FOLLOW UP, REPAIR AND RESTORE</p> <p>I. What happened? (Neutral, dispassionate language.) (If another child is mentioned, say I promise I'll speak to them as soon as I can)</p>



2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Consequences

Consequences *should*

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Consequences are a choice.
- Where possible children decide their own consequences with an adult guiding their decision.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents parents will be informed and expected to come in to school to discuss the incident.
- Consequences need to be in proportion to the offence
- It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time.
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.
- A child who has been rude to another pupil should make the choice to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to miss their next playtime.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Rosedale, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the adult who witnessed the initial behaviour.

Incidents are logged on CPOMS, at the staff member's discretion.

Behaviour Pathway

Reminder

Warning

Calming Time

Follow Up/Restorative Conversation

Peer on Peer Abuse

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have either a bespoke Positive Handling Plan (Appendix 2) or an Individual Behaviour Plan (Appendix 3)

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only.

The school will record all serious behaviour incidents on CPOMS and any restraints in a bound and numbered book which is located in the Junior Office.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term exclusion will be enforced under these conditions:

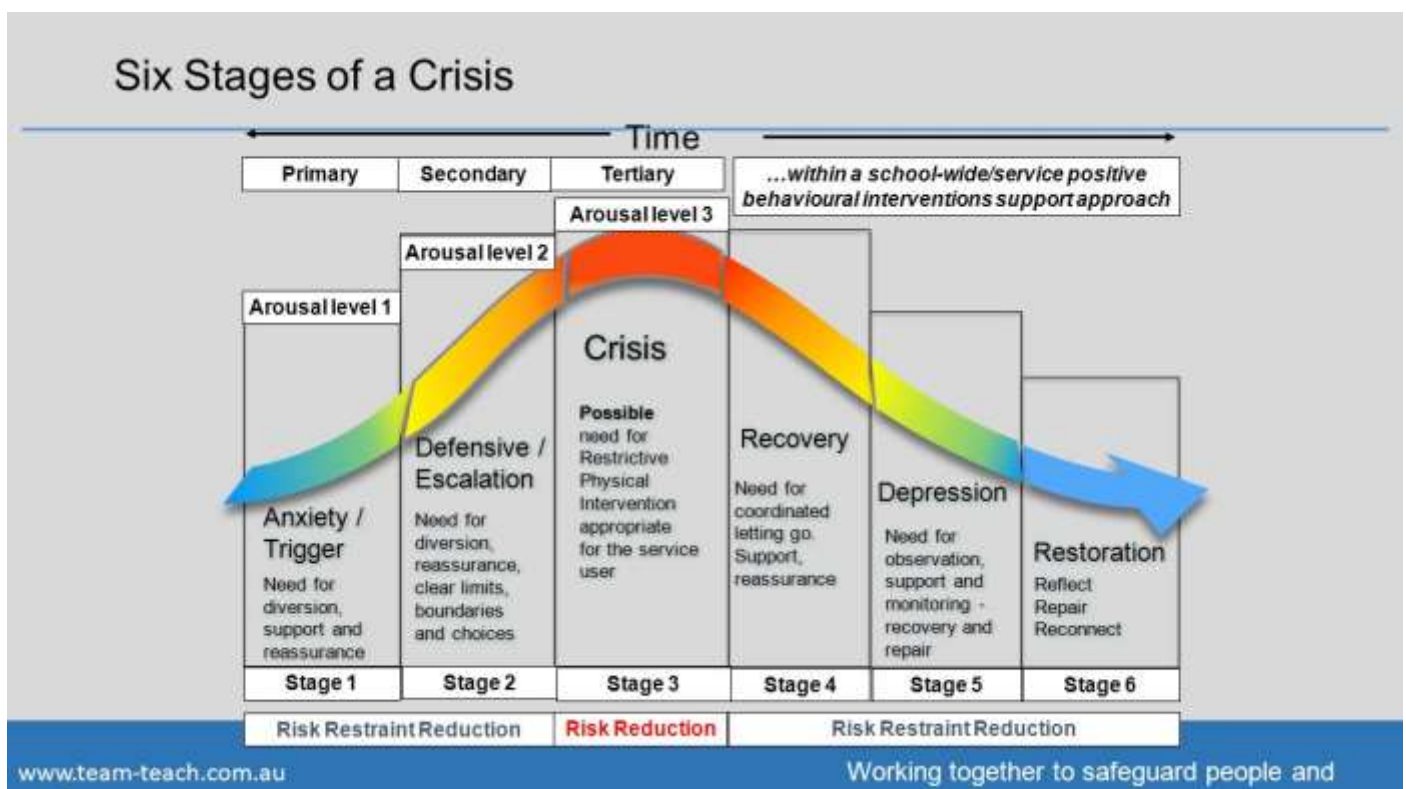


- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a spending a day working in another class in school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Six Stages of a Crisis

We use the following model when working with a child who is in crisis.



The following shows responses that the adults should use at each stage

Stage 1

- Read the body language
- Read the behaviour – assess the situation
- Intervene early
- Communicate using the Help Script (see appendix 2)
- Inform of desired behaviour
- Use appropriate humour
- Display CALM stance and body language
- Talk low, slow and quietly
- Offer reassurance – including positive physical prompts
- Divert and distract by introducing another activity or topic

Stage 2

- Continue to use Stage 1 de-escalation responses
- State desired behaviours clearly
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Assess the situation and consider making the environment safer and getting help
- Guide the elbows towards safety

Stage 3

- Continue to use Stage 1 and 2 de-escalation responses
- Make the environment safer (moving furniture and removing weapon objects)
- Guide assertively – hold or restrain if absolutely necessary
- Ensure face, voice and posture are supportive not aggressive
- Use More Help Script (see appendix 2) to save face by changing face

Physical Attacks on Adults

At Rosedale we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy Headteacher and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT. Following such an incident, there will a debrief with the member of staff involved.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is



being seriously hindered.

The risk to staff and other children is too high

- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

APPENDIX I

Scripts

To ensure consistency across school we use scripts to support in dealing with behaviour.

With Everyday Situations

<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Responsible) You now have the chance to make a better choice Thank you for listening</p>

<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to go to another class. Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p>



<p>I noticed you chose to (noticed behaviour) You need to go to another class (specify which class) I will come and speak to you in two minutes</p>

When a Child is in Crisis

Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful. The words “help” and “more” should act like flash cards for staff. It has to be established within the culture of the setting, that help & support framework is something we all do for each other, staff & service users.

<p>Help Script – to a child</p> <p>Child’s Name</p> <p>I can see that...</p> <p>I am here to help.</p> <p>Talk and I will listen.</p> <p>Come with me and we can...</p>
<p>Help Script – to help a colleague</p> <p>1. “Mr Smith, I am available to help” The member of staff makes a clear statement announcing they are there to help.</p> <p>2. “Thank you Ms. Jones, you can help by..!” This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly they at this point retain autonomy over the situation.</p>
<p>More Help Script – This script is for an adult who thinks that a colleague needs a get out from the situation. When a colleague hears this script being used they should hand over responsibility for the situation to their colleague.</p> <p>“More help is available Mrs X. <i>What do you suggest?</i> I suggest I come and talk with...and I will catch up with you later.”</p>
<p>Is More Help Available Script? – This script is for an adult dealing with a situation who feels that they need a get out from the situation. When a colleague hears this script being used they should take over responsibility from their colleague.</p>

APPENDIX 2

Positive Handling Plan

Child’s Name:	Date of plan:
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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 I do to help myself?	What can I do to help myself?
What can staff do to help me?	What can staff do to help me?	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 does this look like?	What does this look like?
What can I do to help myself?	What can I do to help myself?	What can I do to help myself?
What can staff do to help me?	What can staff do to help me?	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.

2.

3.

4.



5.

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	
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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: |



This plan should be completed by the child's class teacher in conjunction with other key members of staff who know the child. Once completed it should be shared with a member of SLT who will share it with all staff.

Name of child:	
Date of birth: Date plan starts: Date of next review: (should be termly)	Medical conditions/needs: Staff working with the pupil:
Challenging behaviour What does it look like? What triggers it?	Targets What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behavior? <ul style="list-style-type: none"> Phrases to use Rewards, motivators 	Early warning signs How do we prevent an incident? <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> What to do and what not to do Phrases to use Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Agreement: Parent name Parent signature Date	Class teacher name Class teacher signature Date



A Member of

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •



Rosedale
Primary School