



Chuckery
Primary School



Working Together

Relationships and Behaviour Policy

Completed By:	Angela McMorrow
Date Completed:	February 2023
Agreed by Governors:	February 2023
To be reviewed:	February 2026



Aims

The promotion of positive relationships and behaviour is the responsibility of the school community as a whole. Positive behaviour is essential for effective teaching and learning to take place. At Chuckery Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Positive behaviour must be carefully developed and supported. High self-esteem and self-efficacy (the belief that you are capable of carrying out a specific task or of reaching a specific goal) can promote positive behaviour, effective learning and meaningful relationships. The best results, in terms of promoting positive behaviour, can arise from emphasising potential, recognising success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school and well planned, stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.

Key premises

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Taking a non-judgmental, curious and empathic attitude towards behaviour (PACE).
- Putting relationships first. Secure attachments and relationships have a direct bearing on a child's capacity to succeed in school. A sense of belonging, seated within positive relationships are key to positive mental health and essential for children who may have identified attachment difficulties and/or ACEs (adverse childhood experiences).
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

This is reflected in the School Rules, the Chuckery Cogs, and the School Vision

School Rules: be kind, be safe, be ready to learn; and the

'Chuckery Cogs' of behaviour management: relentless routines, calm adult behaviour, first attention for best conduct.

School vision:



- Consistent expectations for walking around school (hands behind back, silent, regular stopping points, adult can see all children)
- Teach and reteach expected behaviours.
- Preparing lesson content making sure equipment and materials are appropriate and easily utilised.
- Using unobtrusive and subtle management skills such as proximity control
- Organising lesson materials before pupils arrive
- Supervising pupils' entrance into and exit from the classroom.
- Lesson changes are planned and run smoothly.
- Clear instructions concerning lesson activities.
- Activities planned within zone of proximal development for children with SEN.
- Constant, yet surreptitious, monitoring of behaviour around the classroom.
- Intervening promptly where problems occur
- Marking classwork promptly
- Employing teaching techniques which are varied.
- Anticipating lesson endings so that lessons conclude smoothly.
- Classrooms are tidy, organised and resources easily accessible.



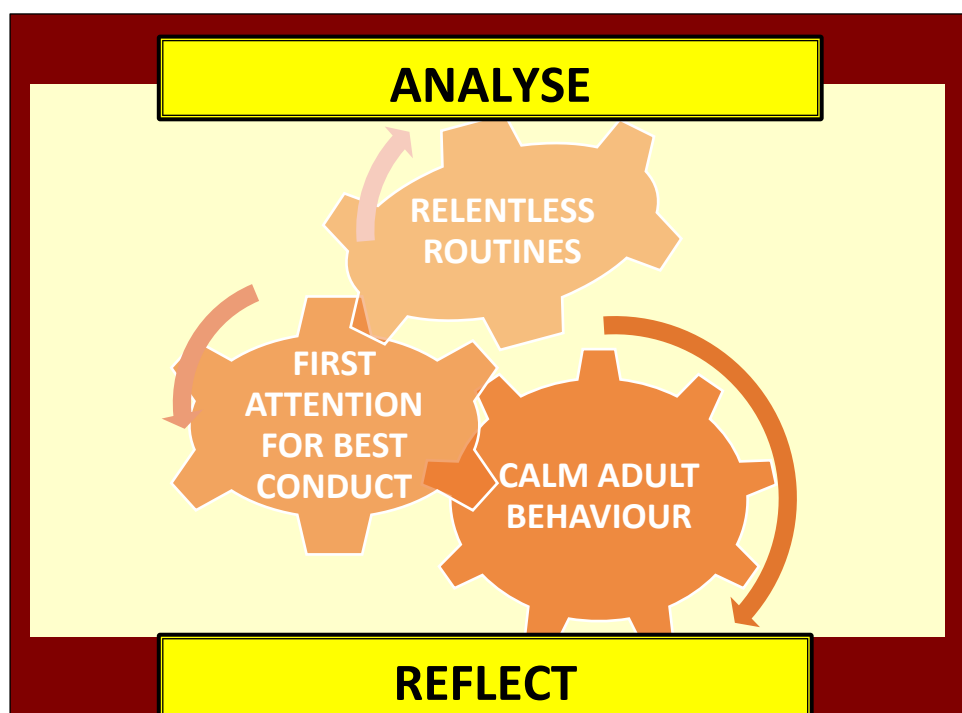
- Leading by example – the adult model is constant, consistent and predictable.
- Using appropriate consequences
- Focussing on the primary behaviour
- Manage escalating behaviour using the emotion coaching script.
- Self-regulate ('strike when the iron is cold')
- Focus on the primary behaviour.
- Develop emotional capital.
- Be consistent.



- Build emotional currency.
- Visible consistency and kindness



- Catch children doing the right thing first.
- Recognition advertising desired behaviours (polite, good manners, resilience, kindness, effort)
- Build desired behaviours using class goals/rewards ('secret mission').
- Regular conversations about 'being the best version', 'feeling proud'.
- Recognition for going over and above (nominations, house points)
- Publicise successes with other adults in school.
- Share successes with parents (Marvellous Me, postcard home, phone call/conversation with parent and child)





- All staff will analyse and reflect on behaviour incidents in order to continually improve practice and respond to children's changing needs.

<u>Preventing</u>	<u>Managing</u>	<u>Restoring</u>
<p>First stage of managing unacceptable behaviour is putting preventative and proactive strategies in place (3 cogs).</p> <p>High structure and nurturing environments. School rules displayed in classrooms and regularly referred to.</p> <p>Plan carefully to avoid known triggers.</p> <p>Plan very gradual transitions for children who find change difficult.</p> <p>Maintain continuity of key adults as much as possible.</p> <p>Use 'keeping in mind' strategies to help separation from key adults.</p> <p>Children taught to consider the impact of their behaviour on others and themselves.</p> <p>Children reminded of positive behaviour through affective statements (see below) to give feedback at earliest opportunity.</p> <p>Children understand the role of Wellbeing Wellie and how to use the Regulation station from Year 1. In Early Years children supported with their emotional literacy using the Feelings Flowers.</p> <p>Children reminded through regular conversations about positive behaviour and how they can be the best versions of themselves with whole class.</p> <p>Positive behaviour recognised and celebrated in a variety of ways: recognition chart, postcard home,</p>	<p>Think sheets to reflect on impact of actions (Phase 1 verbal).</p> <p>When children are struggling to regulate their emotions, use emotion coaching approach:</p> <ul style="list-style-type: none"> • <i>Notice behaviour and tune into emotions.</i> • <i>Connect</i> • <i>Listen and validate feelings.</i> • <i>Label the child's emotions.</i> • <i>Discuss limits on behaviour (what is and isn't OK)</i> • <i>Problem solve more helpful responses</i> <p>Frequent opportunities for choice making and have some control over experiences.</p> <p>'Change of face' to avoid escalation (tag team).</p> <p>Limit use of negative consequences for emotionally driven behaviour.</p> <p>Distraction techniques (change of environment, drink/eat, sensory experience).</p> <p>Engage in physically repetitive action to calm the system.</p> <p>Repeat calming statements to let child know that the adult is in control and will keep them safe.</p> <p>Reduce language used and stimulation.</p>	<p>Solution focussed approach when child is fully calm (this may take an extended period of time).</p> <p>De-personalise discussions about behaviour (conversation about impact of behaviour rather than the child so they learn from their mistakes to have solutions for future occasions).</p> <p>Discussions are future focussed to give children a repertoire of good choices.</p> <p>Focus on strengthening the pupil's internal controls ('my behaviour is my responsibility').</p> <p>Children will be encouraged think about how their actions affect themselves and other people through restorative conversations (see below)</p> <p>Ensure that any restorative consequences (see below) are delivered dispassionately and as a direct result of a decision the young person has made</p> <ul style="list-style-type: none"> • Meaningful restoration to understand (how are you going to make things right) • Proportionate consequences that recognise impact and repair harm (to build accountability by demonstrating there are consequences). • Interventions that teach where appropriate and proportionate (agreed with Inclusion Manager).



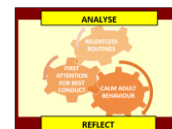
<p>headteacher's certificate, nominations, leadership roles.</p> <p><i>At the end of each year, teachers have transition meetings to ensure all relevant behaviour management preventative strategies for individual children are passed onto the next class teacher.</i></p>	<p>In crisis situations:</p> <p>Step back Assess Find Help Evaluate Respond</p>	
---	---	--

At Chuckery Primary School we practise proactive behaviour management:

Restorative practice

This is an approach which aims to strengthen relationships between people, in this case, between children and young people themselves, and the staff with whom they work. The aim of this approach is to better understand the needs of children and young people themselves and empower them to make positive changes and secure more sustainable outcomes (Zehr, 1990). Restorative approaches aim to reduce conflict and build relationships, seeking to repair harm and turn negatives into positives, whilst enabling children and young people to develop their own skills in relationship management and conflict resolution (McCluskey et al., 2008).

We want children to look at their inner world more so they can learn about emotional regulation. If children learn that their feelings are owned and originate from themselves, they can learn to get out of the blame game so that others do not control their feelings, and hence behaviour. When they see others as the source of their pain, the likelihood is increased that they will want to punish others when the feelings hurt or cause pain. This continues the cycle of violence.

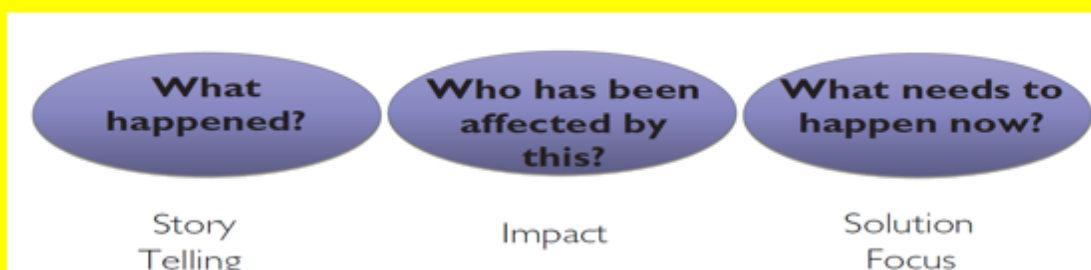


RESTORATIVE CONVERSATIONS

Virtually all so-called 'discipline issues' tend to stem from, or result in, inter-personal conflicts, which leave two or more people feeling angry, hurt, resentful, anxious or even afraid.

When in conflict people need:

- ♣ A chance to tell their story.
- ♣ Express their feelings.
- ♣ Understand how the situation happened.
- ♣ Understand how it can be avoided another time.
- ♣ To feel understood by the others involved.
- ♣ An acknowledgement of the harmed caused, if not an apology.
- ♣ To find a way to move on.



Affective Statements

These give feedback to pupils on adults' perspective of behaviour in that moment and are specific. They model healthy ways to express feelings, teach emotional vocabulary and lead to more efficient problem solving.

AFFECTIVE STATEMENTS	
Behaviour	When I see... When you I notice <i>Be specific,</i>
Impact	It affects the class... it is impacting on <i>Don't use the word make</i>
Value	Because we value.... It is important to... <i>Learning, Kindness, Co-operation, participation, teamwork</i> <i>The value statement needs to be something that has been established in the school or class.</i>
Instruction	To avoid further consequences you need to I need to see you....

Second time: You are still (behaviour + instruction)
 Third time: You have chosen to continue to ... (behaviour + impact). You need to complete a think sheet and reflect on the impact of your actions.



On completion of think sheet in parallel class, the teacher will have a conversation with the child about what they have written to reinforce positive behaviours.

Restorative Consequences

ACCOUNTABILITY	
TRADITIONAL	RESTORATIVE
Student who broke the rule is punished	<ul style="list-style-type: none"> • Understanding impact of actions • Taking responsibility for their choices • Suggesting ways to repair harm

Meaningful restoration to understand: Using restorative conversations, affective statements and think sheets helps children to accept responsibility and be accountable to make things right.

Before a child feels sorry they first need to understand that they have hurt somebody else. The desire to make things right comes after hearing directly from the person that has been hurt.

Consequences that repair harm: these are things that the child needs to do to make things right. They are proportionate and related to the misbehaviour. For example: tidying/cleaning mess created; finishing work in own time when not using learning time sensibly; writing letter of apology for unkind behaviour.

Interventions that teach: interventions teach new behaviours and address underlying issues (on advice of Inclusion Manager). For example: at lunchtime spend time with adult watching and learning about positive play; anger management; learning about what a good friend is.

Reporting Incidents

All incidents and actions are reported on cpoms. This is analysed regularly to ensure trends are identified and support can be given as required.

All incidents of a racist, homophobic, gender discrimination, harmful sexual behaviour nature (including sexual name calling) are treated seriously and are dealt with according to the age, understanding and context of the incident. Parents are notified when these incidents occur.

Child on Child Abuse including Sexual Violence and Sexual Harassment

Staff have regular training and ongoing CPD discussions. In light of the testimonies from 'Everyone Invited', Ofsted's 'Review of Sexual Abuse in Schools and Colleges' in June 2021 and the DfE document 'Sexual violence and sexual harassment between children' (September 2021), staff challenge and address inappropriate behaviour. Comments which seek to normalise these behaviours are not tolerated. See *Sexual Violence and Sexual Harassment Between Children Policy*.



Exclusion

‘Suspension and Permanent Exclusion from Maintained Schools’, September 2022

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Unacceptable behaviour, violent, bullying, racist or harmful sexual behaviour can lead to fixed term exclusions. Persistent behaviours will ultimately result in a permanent exclusion. This is only used as a last resort where the safety or effective working of children and adults is compromised.

Where a child has had a fixed term exclusion, appropriate support will be put into place. This will be explained at the reintegration meeting with parent and child. The reintegration plan will be reviewed at 4 week intervals with parent, child and adults/agencies involved in the child's provision.

Use of Reasonable Force (Also see Restraint Policy)

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in ‘Use of Reasonable Force - guidance for school leaders, staff and governing bodies’.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Power to Search

‘Screening, Searching and Confiscation – advice for schools’, July 2022.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item:

- knives and any item that can be used or seen as a weapon;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be



used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).

Prohibited items must always be handed over to the police; alcohol, tobacco cigarette papers or fireworks are disposed of. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Banned items include:

- Unnecessary money
- Mobile phones in the school building. Older children can bring mobile phones into school and they must handed in at reception.
- Cameras and recording devices (including phones, smart watches)
- Non uniform items

The staff member must inform the safeguarding team without delay if they believe that a search has revealed a safeguarding risk.

Pupils Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." Where necessary the sanctions outlined in this policy will be applied for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Bullying - See Anti Bullying Policy.

Racist Incidents - See Racist Incidents Policy

Sexual Violence & Harassment Between Children - See Child Protection and Safeguarding Policy

Appendix 1 – Legal Framework and Advice

This policy is in place to ensure the school meets its legal obligations outlined in the following legislation:

- Education and Inspections Act 2006
- School Standards and Framework Act 1998
- Education Act 2002

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).



Relationships and Behaviour Policy

- *The power also applies to all paid staff with responsibility for pupils, including teaching assistants and lunchtime supervisors (unless the Head Teacher says otherwise).*
- *Teachers can discipline pupils at any time the pupil is in school, or elsewhere, including on school visits.*
- *Teachers can also discipline pupils for misbehaviour outside school if this is appropriate.*
- *Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. Head Teachers can also decide to suspend or permanently exclude a pupil.*