# Relational Based Behaviour Policy – The Weald CofE Primary School

This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

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| Date adopted: | 08/12/2022 | Last reviewed: | 03/09/2024 |
| Review cycle: | Annually | Is this policy statutory? | Yes |
| Approval: | Local Committee | Author: | Headteacher |
| Local approval*: | Local Committee | Local author*: | Headteacher |
| Next Review Date of Policy: | 03/09/2025 | | |

*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

**Revision record**

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

| Revision No. | Date | Revised by | Approved date | Comments |
|---|---|---|---|---|
| - | 08/12/2022 | J. Baguley | 08/12/2022 | Behaviour policy created after discussion with all stakeholders |
| 1 | 09/12/2023 | J. Baguley | 09/12/2023 | Behaviour policy amended after discussion with all stakeholders |
| 2 | 03/09/2024 | J. Baguley | 03/09/2024 | Behaviour policy amended after discussion with all stakeholders |
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Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

At The Weald Church of England Primary School (The Weald School), we recognise that most children behave very well every day. They can self-regulate and never need reminding about how to behave appropriately. We want to encourage these children to continue to do so.

We also want to encourage children who at times may not behave appropriately, for many different reasons, to manage their behaviour positively. Our Relational Based Behaviour Policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

At The Weald School, we aim to nurture an environment where everyone in our community treats each other with mutual respect, within the Christian foundation, ethos and values of our school and sponsoring trust.

# Contents

## 1.  Our Relational Based Behaviour Policy aims:

• To help children develop a sense of worth, identity and achievement

• To help children to form positive internal working models of self, others and the world

• To help children to develop the ability to self-regulate following a period of co regulation

• To help all children to accept responsibility for their own actions and to consider the impact of their behaviour upon relationships through the use of restorative approaches

• To develop in all children the ability to listen to others, cooperate and to appreciate other ways of thinking and behaving

**Our aims, we believe, are achieved when:**

• We create a positive school culture and climate which is consistent, safe and caring.  One that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers.

• We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.

• Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious).  With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways.  We believe that relationships are key and that we need "connection before correction".

• Pupils are provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support correction).

• Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control.  Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.

• Staff use PACE and attachment-friendly restorative approaches in their interactions with pupils, taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.  Children, when they are struggling, need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability.

• Staff have high expectations and always maintain boundaries to ensure pupil needs for consistency, predictability and security are met.  In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure.  Our pupils 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.

## 2. Supporting Appropriate Behaviour

### Modelling

One way that pupils learn about both appropriate and inappropriate behaviour is by observing others.  Pupils model their own behaviour on other people's responses; therefore, it is important that they are given the opportunity to observe positive role models.

"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 (....)  The adults who work with the most difficult of behaviours are always in control of themselves before they attempt to take control of others" (Paul Dix, 2017)

**The Weald School is committed to providing positive role models for our pupils:**

• Staff, parents and visitors model appropriate, positive behaviour at all times

• Staff highlight pupils' appropriate behaviour to their peers - staff acknowledge and reward pupils' appropriate behaviour

• Older pupils are given opportunities to act as positive role models to younger pupils (e.g. having a position or responsibility or mentoring role)

### Praise, Positive Reinforcement and Reward

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences.  This can be used to recognise and reinforce appropriate behaviour.  Positive reinforcement may take the form of different approaches:

• Acknowledgement of good behaviour

• Special mention in school assembly

• Positive messages communicated to parents /carers through postcards or telephone call home

• Individual reinforcement in class

- Responsibilities around the school

- More subtle forms of praise for pupils who find overt praise difficult to accept

- Recognising and celebrating achievements whilst in and out of school

**Consistent use of modelling, encouragement, praise and positive reinforcement is used to:**

- Create a positive, respectful school environment

- Increase pupils' self-esteem and self-efficacy

- Reduce pupils need for extrinsic motivation and increase intrinsic motivation which will help pupils develop skills in self-regulation of their behaviours as they move from primary to secondary

- Promote a model for appropriate behaviour and positive relationships

- Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in and adopt the PACE approach to maintain this consistency

3. **The Role of Parents**

Parents /carers have a vital role to play in the education of their children and The Weald School is very conscious of the importance of having strong links with parents and good communication between home and school.  The school works collaboratively with parents and will ensure that they are kept informed as to their pupil's behaviour at school, so that pupils receive consistent messages about how to behave at home and at school.  It is very important that parents/carers support their children's learning and co-operate with the school to promote positive outcomes.

The School's Relational Based Behaviour Policy is accessible to all parents/carers via the school website and parents and pupils are asked to sign a home/school agreement when enrolling at the school.  If the school has to implement consequences for pupil behaviour, parents should support the actions of the school.  If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

The school expects all members of the community to adhere to the principles as set out in the Relational Based Behaviour Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the headteacher who will take appropriate action.

4. **Restorative Approach**

The Weald School will follow a restorative approach to behaviour, in order to create a harmonious learning environment where pupils are able to learn to self-regulate their behaviour and learning. Restorative approaches have been found very effective in improving behaviour and attitude as they promote telling the truth, taking responsibility, acknowledging harm in response to conflict and in doing so create accountability.

Restorative approaches support the decision-making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.

Restorative approaches are based on four key features:

**RESPECT**: for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY:** taking responsibility for your own actions

**REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

**RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows the child to continue with their education

When using restorative approaches, the following questions might be asked;

Can you tell me;

1. What happened?

2. What were you thinking/feeling at the time?

3. Who has been affected by this?

4. In which way?

5. What can be done make things right?

It is important that everyone involved understands the format for mediation.

Only one person talks at a time
No interrupting
Be respectful to each other
Listen carefully to each other
Confidentiality- explain that this is between the people involved
If child is still angry/becomes angry, then stop mediation until child has regulated

If incidents are sustained or reoccur, a restorative conference may need to take place with all the appropriate affected people.  Limit setting and problem solving can follow sometime after an event, when a pupil is regulated and able to reflect upon their behaviour.

Examples of limit-setting approaches:

Clear and fair classroom management strategies should be in place to support positive behaviour.

The use of positivity and praise should be high and this enables staff to highlight expected behaviour, build self-esteem and foster positive relationships. When behaviour does not meet agreed expectations staff, including Senior Leaders may use the following:

   a. **Restorative chat**

Initially, a quiet restorative reminder 1:1 should take place with the pupil during the lesson immediately when required.  This should include a positive reminder that the pupil can meet the expectations set.  PACE may be used here.

   b. **A 5-minute reflection**

A restorative chat demonstrating empathy and concern to take place during or at the end of the lesson stating clearly and calmly the behaviours that need to change. This should be seen as an opportunity to engage with the pupil and understand what the behaviour is communicating through the use of 'wondering aloud' techniques. Avoidance of 'naming and shaming' with initials/name on board.

### c. Break reflection

A further reminder following a 5-minute loss of free time can trigger a 10-minute loss of free time at lunch time. This should be seen as an opportunity to engage with the pupil and understand what the behaviour is communicating.

### d. Lunch time reflection/lost learning

Persistent inappropriate behaviour throughout the school day might result in a lunchtime consequence for loss learning and/or reflection time.

### e. Parents/carers will be informed

Meeting with parents /carers initiated by the class teacher

f.    Involvement of other agencies

g.    Individual out-of-classroom support

h.    Potential exclusion on the grounds of health and safety

i.    Increased involvement with SLT

*Red triangle: Where a child is not responding to the graduated response or the behaviour is quickly escalating or may cause harm, SLT should be informed. SLT will support with the application of the above graduated response and support with parents where appropriate.*

### 5. Class Charters

The school's Christian values underpin each class's 'charter' which form the agreement regarding behaviour expectations. Class teachers spend time with their classes during the summer term transition day, allowing children to address, as a group, positive behaviours that are expected in school. This document is displayed in classrooms and referred to in order to reinforce and remind children of the high expectations of behaviour in school. (See appendix 3)

### 6. Recording Behaviour

Detailed chronologies are kept up to date for each pupil and are managed by staff through ARBOR. This also includes building a picture of behaviour patterns which enable deeper understanding of a child. All staff are trained in the recording of behaviour logs on ARBOR.

### 7. Physical Intervention

Although every opportunity will be taken to diffuse a situation and support pupils to regulate there may be occasions when pupils lose control and a physical intervention may be necessary to keep themselves and others safe. Named staff at The Weald School attend training in the use of Positive Touch. However, all staff have a legal power to use reasonable force to control or restrain a pupil. For example, all staff may guide a pupil to safety, may guide a pupil out if they refuse to leave a room when instructed to do so, may prevent a pupil from harming themselves through physical outbursts, or may restrain a pupil involved in a fight. Parents will be informed if their child is

involved in a significant incident.  Please refer to the DFE document "Reducing the need for Restraint and Restrictive Intervention in School" (June 2019).  Physical intervention must be recorded on ARBOR.  A meeting will be held with a member of SLT to discuss the intervention and to debrief.

It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

## 8.  Exclusions

At The Weald School, we do not wish to exclude any child.  We understand that children need to feel that they belong in our community and feel secure.  There are, however, times where exclusion, either as a fixed period or permanent removal, may be considered.  We will consider this as a last resort and follow the outline and procedures set out in the *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022.*

## 9.  Prejudiced Related Incidents

The school follows The Good Shepherd Trust guidelines on reporting prejudice related incidents in respect of any/all of the protected characteristics, as outlined in the Equality Act.  Any behaviour towards another person(s) considered to be prejudiced in nature by any person(s) will be recorded using the relevant Arbor category.  Any staff must be consistent and reasonable in the application of sanctions.  The age, special educational needs, disability and religion of the pupil must be considered.  A major incident must be dealt with by a senior leader. Parents will be contacted either by a senior leader or the Headteacher.

## 10. SEND

While our school expectations around behaviour remain high, we will take into account the fact that a proportion of our children have special education needs.  It may be that in specific cases, an adapted restorative approach is taken.  For example, a child with low levels of language is unable to partake in a meaningful restorative conversation with others.  At this point, it would then be down to the member of staff/SLT supporting the incident to decide the most appropriate way to move forward so that restorative justice takes place appropriately with meaning.  For example, the use of visual cues/drawing may be used.

**Appendix 1: Dan Hughes' PACE Approach**

PACE refers to Playfulness, Acceptance, Curiosity and Empathy: Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil. Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

**Appendix 2: Examples of ways in which staff at the Weald will help pupils meet behaviour expectations.**

The Weald School staff;

• Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation

• Support them during timeout to help them calm and regulate both within and outside the classroom depending on the available space

• Use calm, well-regulated tone and respectful language appropriate to the needs of that child
• Won't use sarcasm to embarrass pupils who are struggling to regulate

• Will respond calmly to help pupils become calm

• Will manage the transitions between lessons, so corridors feel like safe places

• Will provide routine so pupils know what happens next

• Will provide activities at break time to help manage social time

• Use an attachment / trauma-informed approach to understand behaviours

• Will remain curious and demonstrate the desire to understand a behaviour and what it communicates

• Demonstrate unconditional positive regard

• Empathise

# Our Class Charter

|  | How do we show these values in school? |
|---|---|
| **Respect** |  |
| **Love** |  |
| **Responsibility** |  |
| **Forgiveness** |  |
| **Trust** |  |