Relationships and Behaviour POLICY

Behaviour Principles

In accordance with the behaviour principles, at Charlton-on-Otmoor C of E Primary School we believe that:

1. All children, staff and visitors have the right to feel safe at all times at school.
2. Our children want to behave well.
3. Children should be encouraged to behave well because it supports their self-esteem and identity as responsible citizens, rather than for fear of sanction or desire for a reward.
4. Children should have the opportunity to take responsibility for their actions.
5. Helping children communicate effectively promotes self-regulation, positive behaviour and builds resilience.
6. Children' effort to manage their behaviour should be acknowledged.
7. All forms of bullying are unacceptable.
8. All members of the school community should be free from discrimination of any sort.
9. Governors, staff, and volunteers should set an excellent example of behaviour for children.
10. Families should be informed if their child is hurt, has hurt someone else or of repetitive incidents resulting in a child being intimidated or upset.

In order to achieve this, we aim to create and maintain a positive and safe school climate where effective learning can take place and all children can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment. Therefore, everyone is expected to follow these whole school rules:

- Be kind
- Be ready
- Be safe

At Charlton-on-Otmoor Primary School, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. If wellbeing is high, then children can reach their full potential.

When children experience safety in their relationships they are better placed to engage with life and learning. It is therefore vital that wellbeing is prioritised in order for us to live out our vision 'Aspire and grow together'.

Our six school values underpin the positive behaviour which we expect from all children. Our six core values are:

Love Respect   Resilience Kindness   Forgiveness Honesty

The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches. Matthew 13:31-32

The Thrive Approach

Here at Charlton-on-Otmoor we are embracing the Thrive Approach. Thrive is an approach to help support children with their wellbeing emotional and social development. Thrive promotes their emotional and social growth by building positive relationships between a child and their peers and helps them explore and understand their feelings. Thrive supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs.

The THRIVE Approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by children's behaviour. Thrive approaches are followed across the whole school, through every interaction in the classroom, at playtimes and lunchtimes, and in one to one or group sessions. It feeds into all the ways we celebrate our children, our relationships with families, knowing the children as individuals, celebrating our diversity and uniqueness. Every child at Charlton-on-Otmoor has their social and emotional needs addressed and nurtured whether that be within their class setting, small groups or during 1:1 sessions. Thrive helps us to check children's readiness to learn, to identify any gaps and then plan to meet them. It offers practical strategies and techniques supporting us to deliver learning around how to face new challenges, how to become more independent, how to recognise sensations within the body, how to articulate this through our emotions, how to think through subsequent choices and believe in their own abilities. By doing so, we will be able to ensure that all of our children have what they need to make the best possible progress in their learning. This whole-school approach to wellbeing is also proven to improve attendance, behaviour and attainment.

Staff will build relationships with children by:

- Meeting and greeting the children each morning
- Being a visible presence around the school, especially at transition times
- Providing children with excellent role models of behaviours and the school values
- Recognising behaviour is a form of communication.
- Creating an environment that fosters good behaviour through stimulating, engaging and inspiring lessons.
- Setting clear expectations in class, around school and on the playground.
- Providing pre-emptive early intervention such as brain breaks and check-ins to support children's behaviour.
- Recognising, celebrating and rewarding children positive behaviour choices
- Reminding children of school expectations in positive terms.
- Using PACE and VRF's in all their interactions to support children. (please see further details below)
- Using the Relate-Rupture-Repair cycle, seeking both resolution and learning when dealing with behaviour concerns by engaging in dialogue to repair the rupture. (please see further details below)
- Recording behaviour logs on CPOMs within 24hrs and informing class teachers before the end of the school day.
- Informing the headteacher of any significant behaviours concerns

Celebrating Good Behaviour

Positive interactions with individual children are key to developing a positive atmosphere in the classroom. It is the key to developing positive relationships, including with those children who are the hardest to reach. Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms including celebrating the positive behaviours you want to see. All children's best efforts should be celebrated.

We praise and reward children for good behaviour in a variety of ways:

- **Celebration Assembly** every Friday, where children from each class are recognised for demonstrating our vision to 'Aspire and grow together' through one of the six school values.
- **Head teacher awards** are also given out each week linked to the value that the school is focusing on that term.
- **'Ask me why I am proud' stickers** will be used in all classes. This is to encourage children to share their moments of celebration with everyone around them both within school and at home. These will be for either academic achievements, effort or for positive choices made.
- **House points** are given for examples of good behaviour shown around the school. House points may be awarded throughout the school day. House points will be counted weekly and announced in the Celebration Assembly. Each half term the winning house will receive a house award.
- **Class reward systems** that each class may set up their own award system that all the children can contribute to.

Behaviour that does not reflect the school values or rules

Any behaviour that does not reflect the school values or rules - which is disrespectful, disruptive to learning or dangerous will be considered a concern that needs to be responded to in order to restore a calm and safe learning environment and the prevent the recurrence of the behaviour.

These behaviours include the following:
- Calling out in class
- Refusing to get on with a learning task
- Persistently disturbing other children who are working (e.g. making tapping, clicking or whistling noises)
- Persistently getting up and wandering about the classroom
- Not using learning resources appropriately
- Leaving the classroom without permission
- Rude or inappropriate comments to adults or others (teasing, gestures, lack of respect towards others)
- Questioning authority
- Behaviours which put children at risk of being hurt.

This is not an exhaustive list and there may be other situations where the class teacher or teaching assistant makes a judgement that a child's behaviour is unacceptable and seeks to support the children as needed to move away from these behaviours.

The Relate-Rupture-Repair cycle

This approach prioritises repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishments set out to humiliate or undermine a child's self-confidence. An awareness of the individual and their needs is at the heart of addressing their behaviour.

We recognise that there are, on occasion, times when mistakes can and will be made. We understand behaviour communicates unmet needs and can separate the child from their behaviour. The children are learning their way in the world and may need help and guidance.
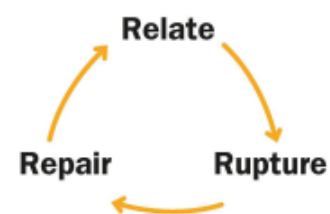
At Charlton-on-Otmoor, our aim is to be proactive in supporting children to learn from and take ownership of their own choices. Using the Relate-Rupture-Repair cycle we repair conflict and tackle concerning behaviour. We encourage children at our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours. We seek to repair relationships and change behaviours rather than punish the actions a child may have taken.

Research scientist Suzanne Zeedyk shares with us that "making up is more important than messing up." Dr Zeedyk refers to the everyday scenarios where relationships between two people go through a rhythm of relating (in relationship), a rupture happening in the relationship and then making a necessary repair to the rupture in order to return to relationship. The repair not only rewires patterns of behaviour; it also establishes trust.

Relate
The 'relate' phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person.

Rupture
The 'rupture' phase refers to those times in a relationship where there is a misunderstanding or misattunement, in other words, when we don't get it right for the other person and we feel like the relationship experiences a setback. At this point the bridge of connection might feel weakened or more vulnerable. They are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child's resilience. When a rupture happens, it is likely that we will see the child's behaviour change. The child no longer feels the presence of the adult as supportive or alongside them, and their nervous system quickly reacts to the withdrawal of these cues of safety with survival responses of fight, flight or freeze. These are associated with distressed behaviours described In Thrive as passive or non-problem-solving behaviours. It is important that ruptures in the relationship are noticed so they can be repaired.

Repair

The 'repair' phase of the cycle involves correcting the misunderstanding or misattunement of the rupture by trying to share understanding of intentions, feelings, thoughts and actions in order to come back into a relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved.

Supporting children to make positive behaviour choices.

Our goal is to help the children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, we seek to repair the rupture. This may mean accepting consequences for these actions. All consequences have a learning outcome and aim to teach children that there are always repercussions for poor choices. These may be natural consequences or may be agreed actions resulting from the discussion during the repair stage. These may involve time away from a game but will not involve missing break times, being sent out of the class or other activities planned for the children. Equally, applying sanctions to whole groups or classes is not an acceptable consequence.

Where behaviour does not meet our expectations, the following steps are taken:

- Recognition of positive behaviour displayed by other children
- Use of whole class reminders of expectations to re-engage children
- Reminding of the expectations for children delivered privately to the child making them aware of their behaviour. Staff make them aware of their behaviour through use of PACE and VRFs alongside a reminder of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.
- Staff to review what might be driving the behaviour, and adapt if necessary to ensure a more positive outcome; e.g. additional support, change of seating, brain break.
- Making repairs through reparative conversations between all parties involved allowing the children to reflect on changes that can be made to allow for the repair. Staff will support children in these discussions by:
  - o Ensuring that all children are given the opportunity to speak openly without judgement
  - o Asking questions to uncover the full extent of the issue (see appendix)
  - o Guiding children to find their own resolution

As in all things, professional judgement should be used by every member of staff.

Children Dysregulating

When a child is exhibiting distressed behaviour, we understand that the behaviour is communicating a level of need within the child. If a child is beginning to dysregulate. Child will have a 'time in' for regulation – in a space they feel safe in either inside or outside the classroom. One or more adults will be on hand to support the child as co-regulators using PACE and VRF's.

Vital Relational Functions (VRF's)

The VRFs represent the key techniques that we consciously apply in relationship. They are tools used in Thrive to support a child's emotional development. These are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern).

These techniques provide a relational basis for a child's emotional, social and neurological development. They are:

Attune – Validate – Contain – Regulate

• Attune – demonstrating an understanding of how they are feeling. Redirecting using PACE and small act of kindness. Speaking calmly and slowly. Try and keep eye contact.

• Validate – demonstrating that their feelings are real and justified. Allow them to speak, using the term 'wondering' to try and encourage the child to explore the incident for themselves. Use adult speak to repeat what they've said to make it clear. Let them know that it's ok to feel like that and that everybody feels like that sometimes.

• Contain – Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces- building trust for the child

• Regulate – Communicating the capacity to regulate emotional states by modelling how to do it. Soothing and calming, their distress. Transforms what was too much to bear alone into an experience that can be tolerated together.

PACE
PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills.

• Playfulness: sensitive and appropriate playfulness helps the child feel safe and promotes positivity. involves spontaneity, openness and exploration; have fun and share enjoyment with the child. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.
• Acceptance: unconditionally accepting the child makes them feel safe, secure and loved. Accept the child's inner experience without judgement and make sense of why the child is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour.
• Curiosity: genuine and non-judgemental interest in the child helps them become aware of their inner life. It involves wondering about the reasons behind the behaviours, rather than being angry. This shows the child 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 child.
• Empathy: demonstrating compassion for the child and their feelings supports the child's sense of self-worth 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 child'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.

Supporting staff
Dealing with a child demonstrating distressed behaviour can be upsetting. It is okay to feel upset and to feel hurt. If you feel that you are getting angry when dealing with an incident, withdraw, give yourself space and time, and seek support during and afterwards. Managing distressed behaviour when you feel angry can escalate the situation. Staff should avoid arguments and negotiations but continue to give clear choices.

Personalised Support Plan (PSP)
A Personalised Support Plan (PSP) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. A Personalised Support Plan (PSP) aims to help a child to improve their social, emotional and behavioural skills. Using Thrive assessments to help identifying the underlying causes of the child's behaviours, the PSP will identify precise and specific targets for the child to work towards and may include the lead practitioner working with the child 1:1 weekly in order to unpick the triggers for specific behaviours and ensure the safety of the child and those around him/her. The teacher, child, parents and a headteacher, SENDCO or lead practitioner will be involved in the drafting process.
The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of special educational needs (SEN). Therefore, in certain situations the development of behaviour modification strategies with the advice of the Educational Psychologist or other appropriate agencies e.g. SENSS Team may take place.

Role of the headteacher
The Head teacher has the responsibility of implementing the policy consistently across the school, and to report to Governors on its effectiveness. The Head teacher must support the staff in the implementation of the policy and set the standard for behaviour. The Head teacher will arrange any training that is required by staff and identified through the performance management cycle.

Role of Governors
The Governing body has the responsibility of setting down the principles that the Behaviour Policy is based on and monitoring and evaluating its implementation.

Role of staff
It is the class teacher's responsibility to ensure the implementation of the policy in their classroom, giving direction to support staff if necessary. The class teacher should have high expectations of behaviour at all times and follow the principles out lined in the policy in all their dealings with children. The class teacher will inform parents about incidents regarding behaviour in line with responses to behaviours outlined below as well as reference to overall behaviour as part parents' evenings.
All support staff should follow the policy, seeking support and training from other staff when appropriate. When on playground duty, staff should ensure the repair takes place soon after the rupture, this may require the support of additional staff to take over the playground duty. Walkie Talkie's should be used to request the necessary support. All staff involved should contribute to behaviour logs.

Role of Parents and Carers

The school aims to work collaboratively with parents and carers so that children receive a consistent message about how to behave. Our school uses the relate-rupture-repair cycle to demonstrate, build and maintain respectful relationships. In this way, the children learn to take responsibility for their actions and understand that they are part of the solution.

Seeking to work collaboratively with parents so that children receive consistent messages about behaviour at home and at school, the school will inform parents and carers if we have concerns about their child's welfare or behaviour. We also encourage an 'open door' policy for parents to approach the school with any concerns either via the school office or by talking to the teacher or headteacher at the start or end of the school day.

Parents are expected to behave in a reasonable and civilised manner towards all school staff, as professionals. Incidents of verbal or physical aggression to staff by parents/carers of children in school will be reported immediately to the Headteacher and/or governors who will take appropriate action in line with Local Authority policy.

Recording Behaviour concerns

We have a clear process in place to record behaviour concerns or incidents using the online system CPOMs. These are important to ensure a full picture of any concerns relating to a child can be seen. All behaviour logs should be recorded as soon as possible (lunch/end of the day) using CPOMs. These logs are not for low level disruption unless it is on-going, these should be reported verbally to the class teacher.

All CPOMs reports should include:
- Accurate and factual description of what happened, where it happened and the things you saw that may have caused it to happen and how everyone is now.
- Names of all adults involved they should also be included in the alerts so that any additional information can be added.
- The action(s) already taken by the class team including whether parents have been informed.
- Alerts to other relevant staff eg, Teachers, TA's
- Incidents MUST be reported verbally where immediate action may be required
- Further actions to be added
- All incidents are monitored by the DSL (designated safeguarding lead) and DDSL (deputy designated safeguarding lead)
- It is important that the date and time of the incident is recorded accurately, by changing the date of the report. Otherwise, the chronology of incidents cannot be tracked.

If a parent has been contacted with regards to a behaviour issue, then this needs to be logged on CPOMS. All follow up conversations must also be logged as further actions related to the incident logged.

The Headteacher and DDSL's have additional permissions which allow them to see and act on all reported incidents and undertake analysis of the information stored.

If a member of staff has a concern with behaviour they must update CPOMS as soon as possible after the event and at least by the **start of break time the next day.** If they do not have time to make the report on the same day, They must verbally update the relevant people or send a short email to alert them to any incident before the end of the school day. It is always advisable to complete CPOMS as soon as possible, while events are fresh in your mind.

All safeguarding concerns (however small) should be logged on the day of the incident as they may be part of a bigger picture or may require immediate action.

Responding to and recoding behaviour

Each log will need to be assigned to one or more predefined categories within the system and actions should be taken as outlined in the table below.

Behaviour related logs		
CPOMs category	Behaviour	Actions to be taken
Negative behaviour	• Rude or inappropriate comments to adults or others (teasing, gestures, lack of respect towards others) • Questioning authority • Persistently calling out in class • Refusing to get on with a learning task • Persistently disturbing other children who are working • Persistently getting up and wandering about the classroom • Not using learning resources appropriately • Leaving the classroom without permission • Behaviours which put children at risk of being hurt.	Reparative conversation
Level 3	• Repeated negative behaviours that have not improved through the repair. • Fighting/deliberate aggression (verbally aggressive to peers and/or staff) • Swearing • Stealing	Class teacher to inform parents or carers promptly. Reparative conversations to take place
Level 4	• 3 repeated level three behaviour in a half term • Bullying • Racial name calling • Homophobic language • Significant damage to school equipment • Putting themselves or others at risk	Reparative conversations to take place Parents and carers informed by Head Teacher Possibility of further action by headteacher

Additional CPOMs categorise to be identified when reporting where relevant:
• Verbal or aggressive behaviour against peers
• Verbal or aggressive behaviour against staff
• Bullying related issues
• SEND to be identified for all children on the SEND register, specifying where relevant if the behaviour is thought to be linked to SEND dysregulation.

Use of Reasonable Force

The government has produced revised guidance DfE: Use of reasonable force (updated: 17 July 2013) The link below will take you to the web site that contains the full DFE version.
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
This guidance relates to the Education and Inspections Act 2006 and is aimed at governing bodies, head teachers and school staff in all schools in England.

Definitions
Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom. Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.

Who can use Reasonable force?
All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit.
Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious hard, and be the least restrictive option.

Further information can be found in the school's **Positive Handling Policy.**

Approved by: Nadia Gosling   **Date:** 17.07.2023
Last reviewed on: 17.07.2023
Next review due by: 17.07.2024

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This is not an exhaustive list and there may be other situations where the class teacher or teaching assistant makes a judgement that a child's behaviour is unacceptable and seeks to support the children as needed to move away from these behaviours.

Parental involvement

The class teacher or headteacher will inform parents about incidents regarding behaviour if there are repeated poor behaviour choices that have not improved following reparative conversation and if their child has been involved in:

- Fighting/deliberate aggression
- Swearing
- Stealing
- Bullying

- Racial name calling
- Homophobic language
- Significant damage to school equipment
- Putting themselves or others at risk

Prompts for staff:

<u>Reminding of the expectations</u>

framing the child in the positive light we know they can exhibit:

- I noticed you are having trouble with (state the behaviour you see in order to separate the behaviour from the child.)

- I am wondering if you are feeling…

- You know we have a rule in the classroom. It was the rule about …(lining up/bringing toys into school/allowing others to learn) that you broke.

- Do you remember when you… (did that really kind thing for…?)

- That is who I need to see today…

- When I come back in minutes, I want to see your wonderful…. Thank you for listening. (Now walk away – remember to return at the given time!

<u>The Reparative conversations</u>

Questions to use:

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel? Who has been affected?

How have they been affected? What should we do to put things right?

How can we do things differently in the future?

How do you think….is feeling?

How can we repair it?

Imagine if there were… (a way of putting it right/things you could do differently). What would they be?

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