



All Saints C.E. Primary School

BEHAVIOUR AND RELATIONSHIPS POLICY

(2022 - 2023)

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Approved by:	Governing Body
Date:	Draft
Review due by:	February 2023

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Aims

This policy aims to:

- Explain how we'll create a positive, safe and predictable environment at our school with high expectations for behaviour, attitude to learning and relationships
- Summarize expectations to make sure all staff have clarity and understanding about what excellent behaviour, attitude and relationships look like across the school and in their own classes.
- Ensure all members of school community recognise the importance of excellent Teaching and Learning and a robust curriculum as our most powerful tool to achieve excellent inclusion and equality across the school, and promote positive behaviour and attitudes to learning.
- ☒ Ensure all members of the school recognise the importance of strong, positive relationships in promoting positive behaviour and attitudes to learning, from Senior Leaders, to teachers in the classroom, support staff and midday assistants
- ☒ Ensure all staff have the skills and knowledge to understand and support pupils' individual behaviour needs, both in terms of whole-class behaviour management and specialist support for individuals within the class and school.

Guiding Principles: Vision and Values at All Saints

(Detail here)

At All Saints CE Primary School we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not there to punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/carers and visitors) as well as to our pupils. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us. We also recognise that the success of the policy depends on the full support of parents. This is reflected in expectations outlined in The Home/School Agreement for pupils and families at All Saints CE Primary School (see Appendix 3).

As well as Teaching and Learning practices in All Saints, Behaviour and Relationships can be underpinned through our 5 learning behaviours, and when discussing behaviours with pupils in school, the following values should be referred to and discussed:

- Creativity
- Respect
- Independence
- Resilience
- Aspiration

Responsibilities

Developing positive behaviours, attitudes and relationships in our school is a shared responsibility, and everyone in our school community has an important role to play. All staff within the school should ensure that:

- Pupils feel trusted and valued
- Pupils know the norms and routines of behaviour in the classroom/school and do not need to guess how they should behave.
- Pupils are clear about what is expected from them and have complete clarity about what happens if they meet your behavioural expectations and also what would happen if they don't.
- There is consistency in establishing and implementing expectations, routines, rewards, and an effective consequence system.

Teachers at our school will:

Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)

Follow the expectations as set out in this policy

Establish clear and consistent classroom management systems, that are fundamentally focused on correct choices, celebrate success and promote positive relationships.

Have an acute understanding of individual needs within their class and recognise where pupils need alternative strategies to ensure good behaviour management and positive relationships.

Seek support from leaders within school as required for behaviour management concerns

Be the first point of contact with parents regarding behaviour concerns for pupils within their class.

□

Support staff at our school will:

- Know pupils well and support differentiating support to meet their individual needs
- Support behaviour management positively, in line with classroom management systems, teacher expectations and school behaviour systems
- ☑ Have a good understanding of individual needs within their class and recognise where pupils need alternative strategies to ensure good behaviour management and positive relationships
- ☑ Seek support from teachers in school as required for behaviour management concerns
- Follow the expectations as set out in this policy

Pastoral Leaders at our school will:

Support teachers and other support staff to meet the needs of individuals displaying challenging behaviours linked to social, emotional and mental health needs.

Provide support for families in order that can successfully support the Home-School Agreement and have the necessary means to share high expectations for their child's behaviour at home as well as at school.

Support pupils feel part of the All Saints community by working proactively with pupils and families to address attendance issues, including persistent absenteeism.

Senior leaders at our school will:

- ☑ Have a clear and ambitious vision for providing high-quality, inclusive education to all
- ☑ Celebrate achievement and have high expectations for everyone within the school community
- ☑ Hold staff and pupils to account for their behaviour and attitudes to learning
- ☑ Plan and evaluate strategies to secure high-quality behaviour, attitudes and relationships across school

- ☐ Manage resources to support high-quality behaviour, attitude and relationships
- ☐ Provide support and guidance to staff through coaching and mentoring opportunities
- ☐ Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and confidence in managing behaviour and developing relationships
- ☐ Promote team working at all levels
- ☐ Intervene promptly where support is needed for managing challenging behaviours
- ☐ Manage fixed-term and permanent exclusion processes appropriately, in line with legal duties

Pupils at our school will:

- ☐ Take responsibility for their own behaviours, and support others with positive behaviour choices, attitudes and relationships where appropriate
- ☐ Meet expectations for good behaviour for learning at all times, embracing challenges and treating setbacks and disappointments as learning opportunities
- ☐ Be responsive to all useful feedback rather than limited or discouraged by it
- ☐ Relate well to one another and play an active role in developing a supportive and inclusive community
- ☐ Be kind and empathetic to others
- ☐ Show respect and display honesty

Parents and carers of pupils at our school will:

- ☐ Value learning and encourage their child as a learner
- ☐ Support good attendance
- ☐ Participate in discussions about their child's behaviour and attitudes
- ☐ Communicate with the school to share information promptly
- ☐ Encourage their child to take responsibility for their own behaviour
- ☐ Support the school with behaviour expectations in line with the Home/School Agreement (appendix 3).

Governors at our school will:

- ☐ Monitor that resources and funding are allocated effectively to support the school's approach to behaviour management and positive relationships
- ☐ Monitor the impact of behaviour management strategies on pupils' overall engagement and progress
- ☐ Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- ☐ Manage fixed-term and permanent exclusion processes appropriately, in line with legal duties

The Role of Rewards and Sanctions at All Saints

The role of rewards in recognising and promoting our school's values is a key part of developing the potential of our pupils by giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well-behaved and hardworking pupils.

Praise needs to be used appropriately, sincerely and linked to tangible examples of a pupil's strengths. Praise should never be given based purely on attributes and perceived 'talents'. Praise should reward positive attitudes, hard work, effort and perseverance. At All Saints, high attainment can be rewarded, but in doing so, attention should be focused on the process that pupils have gone through and the effort they have put in to achieve high levels of attainment and be specific about what is being rewarded.

e.g. not: 'That's an excellent piece of work – You're brilliant at writing. Well done!'



But: 'That's an excellent piece of work - I can see how hard you have worked on this and the way that you explained your arguments clearly with examples was a particularly strong feature.'



Similarly, rewards given for consistent good behaviour, e.g. 100% attendance over a full fortnight without any behaviour concerns, should highlight the significant effort, high self-expectations and self-discipline that pupils are maintaining in order to meet expectations all the time.

'Good to be Green' Classroom Management System

Both within the classroom and outside the classroom, adults should use proactive strategies to try to correct low level behaviours before they escalate. This includes:

A non-verbal reminder of expectations

In the first instance, adults will use a non-verbal, subtle reminder of expectations within the classroom.

A verbal reminder of expectations

A reminder of the expectations for learning, linked to the school's 5 learning behaviours will be delivered privately to the pupil. The teacher will make the pupil aware of the inappropriate behaviour and will give a reminder of the sanction process. The pupil has a choice to do the right thing. This should be discrete and, as much as possible, done in a non-public manner.

Good to be Green System

If after the above reminders and re-engagement strategies have failed, a teacher will issue a Yellow warning card, this will equate to 5 minutes loss of play or lunchtime to give the child and teacher time for a restorative talk with the intention to improve behaviour for the next session.

If there are still concerns, the teacher may engage in reminders of expectations again. However, then a Red card is issued which equates to 15 minutes loss of play/ lunchtime. If in the afternoon, this must be followed through the next day with a restorative conversation.

A red card will be tracked by teachers and informed to parents to continue a restorative approach to behaviour and learning and promote positive expectations.

If the child improves their behaviour at any point, they can move any other cards out and 'go back to green', at the request of staff- which starts the process again.

Dojos

ClassDojo is an online, whole school system which is a visual and interactive method of behaviour management. It gives each child a Dojo monster which is displayed on the classroom screen throughout the day, where they can earn points which can be seen in school and through the parent login from home.

Each class will have set up every child and parent on ClassDojo, so the child can be involved in their Dojo monster and the parent can track how many points their child has received each day.

ClassDojo is used as a positive management scheme and will not include negative dojo points. Children will receive ClassDojo points for classroom related behaviour and learning, such as good listening, attendance and punctuality which will relate to our 5 learning behaviours.

On Dojo, pupils will be allocated into their houses. Dojos will be tracked for each house weekly and half termly. Houses with the most points weekly and half termly will be acknowledged in celebration assemblies and through appropriate end of half term awards.

Any staff member throughout the school will be able to award Dojos.

Celebration Assembly Certificates / Positive Postcards

On a Friday, there is a Celebration Assembly to promote our learning values by awarding pupils who have achieved in different areas of their school life through that week. There are various awards, such as, Writing Award, Mathematics Award, Star of the Week, Headteachers Special Award. Parents will be invited to these assemblies to help share in our pride and promote the outstanding achievements of our pupils.

For pupils who have shown improvements in behaviour, but may not qualify for a celebration assembly certificate, should have effort and improvements acknowledged with a positive postcard home.

Golden Table

Every Friday, pupils have a chance to sit at the Golden Table awarded. The selection of pupils is linked to lunchtime expectations and our 5 learning behaviours, this can be awarded by any staff member if they feel the pupil has excelled during lunchtime in that week. Pupils are served their dinner by a member of staff using only golden cutlery and crockery with a beautifully decorated table. Each pupil who is chosen can pick one friend to join them on the Golden Table and they will also receive extra time for lunch break.

Sanctions and Support

Where a pupil demonstrates behaviour or attitude that impacts on the safety, wellbeing or engagement of themselves or others in school, the pupil will be required to have reflection time with an adult. Reflection time will involve discussion about the incident, and may use comic strip conversations, or another appropriate visual strategy, to support the pupil in learning where the mistake took place, and how to rectify it in the future (see appendix 1). During reflection time, the other pupils involved may be invited to join the reflection and discussion if appropriate.

If an adult feels that the reflection time requires a senior leader to facilitate, the incident will be reported on CPOMS and the staff member will speak directly to the relevant member of the leadership team.

Parents/carers of any pupil who have had reflection time will receive verbal notification given at the point of collection on the same day by the class teacher to provide further information as to the incident. If a pupil has permission to walk home then the teacher will ensure that a phone call is made to home and the information clearly shared and must record the outcome of the conversation on CPOMS.

Where a pupil is regularly requiring reflection time, persistently disrupts learning or repeats behaviours which make others feel unhappy or unsafe, a meeting with the class teacher, inclusion lead and/or phase leader will be organised with the parents, where a plan will be actioned. If the pupil has a special educational need, the SENDCo will also attend.

Staff understand that reflection time is an opportunity to process an incident, an opportunity to repair relationships and most importantly, an opportunity to ensure the behaviour doesn't happen again. Therefore, reflection time must not be seen as a punitive measure, but a valuable teaching opportunity.

Meeting the needs of all pupils

Inclusive educational practices are a fundamental part of the behaviour management and relationship development at All Saints. Teachers should demonstrate a good knowledge of the pupils within their class, including Social, Emotional and Mental Health needs which may impact on their presentation in class. Every class must have a class mapper detailing the profiles of each pupil in their class, and a seating plan which reflects individuals' needs.

Teachers should recognise that promoting high levels of engagement in lessons through effective planning, appropriate differentiation and a clear understanding of pupils' range of strengths, needs, interests and cultures within their classroom, is the first step in promoting positive behaviour, relationships and attitudes to learning.

Working with Pupils with Special Educational Needs or Disabilities (SEND)

Behaviour is communication. Challenging behaviour can come as a result of pupils being unable to express their emotions or verbalise how they are struggling. This is often the situation with pupils with special

educational needs. We expect all pupils to abide by the rules and values of All Saints and want to keep pupils with special educational needs as much as possible within whole-school behaviour management systems; however, this will be challenging for some pupils at times, and appropriate adaptations or modifications should be made in order to support them meeting whole-school behaviour expectations. Some pupils may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. It is important that staff reflect on pupils' behaviours and try and understand drivers for pupil behaviours, particularly for those with SEND. Some pupils may need additional self-regulation opportunities for example, and self-regulation strategies including use of classroom's low-arousal area, time out card, concentration aids, sensory aids or mindfulness activities may be appropriate. Any strategies required for pupils which are additional to or different from whole-class management systems should be detailed on the class mapper and pupil's individual support plan / MyPlan. For more complex cases, support and advice from the Local Authority specialist agencies should be sought to inform these strategies and approaches, as part of the graduated response. As with whole-class management strategies, strategies for individuals should be known to all and consistently applied.

Emotion Coaching and Restorative Responses

Multiple studies support the finding that one of the most significant predictors of a child's success as an adult is their ability to get along with others, and have a developed 'emotional intelligence'. Children who are emotion coached learn to trust their feelings, regulate their own emotions and problem solve. These young people are characterised by having high self-esteem, learn well, and have better relationships because they are adept at reading and understanding interpersonal communication cues.

Fundamental to the behaviour management at All Saints, is the development of trusting and respectful relationships between pupils and staff, which facilitates an environment for effective emotion coaching. Emotion coaching gives pupils strategies to deal with ups and downs, accepting negative emotions as normal but using moments of negative behaviour or emotional dysregulation as opportunities for teaching. Emotion coaching at All Saints should be implemented with through the following four stages:

1. Connecting before correcting
2. Label, validate and empathise
3. Set limits if you need to
4. Problem solve together

Further details of the emotion coaching responses can be found in Appendix 4 of this policy.

Extreme, dangerous or abusive behaviour

If there is a rare critical incident where a pupil/pupils or an adult/adults are at risk of harm then any/all staff need to act accordingly to ensure that they are meeting their duty of care. Teachers should, in this instance, use a dynamic risk assessment to make decisions on appropriate action which is in the best interests of the child.

For any pupil who displays regular behaviours that challenge, a positive behaviour plan would be implemented with support from the SENDCo and Local Authority Inclusion team.

Physical Intervention

There may be rare occasions when it is necessary to use physical intervention to ensure the safety of pupils or staff in school, as part of safeguarding procedures in school. At All Saints, the DfE guidance, 'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' (July 2013) is used to inform practice, and expectations and procedures for physical intervention at All Saint's can be found in the school's Care and Control Policy 2023.

De-escalation techniques will always be used first if possible. Parents/carers are always informed if such intervention has been necessary and the situation logged (see Care and Control Policy). A Risk Assessment, in the form of a MyPlan will be completed for any pupil who may require 'regular' physical intervention and an agreement signed by parents and school will be completed. Staff will record all serious behaviour incidents on CPOMS and report immediately to the Headteacher, or other SLT members in their absence.

If you are working alone with a class or group of pupils and require additional support to enable you to use a strategy to support a pupil/a group of pupils (asking this member of staff to supervise your class whilst you focus on the pupil/pupils) - staff should use a pupil to request support from the nearest available adult from nearby classrooms / areas of school.

Where a behaviour incident is of concern or requires attention that day, it is the responsibility of the member of staff who has witnessed/dealt with this incident to ensure that a member of the Senior Leadership Team is notified quickly so that action can be taken. Even if recording follows later in the day, it is important that senior staff are alerted as soon as possible.

Where physical intervention has been required, there needs to be a 'de-briefing' for pupils/adults who may have witnessed or have been involved in the incident. Incidents need to be recorded on CPOMS, or for visitors who do not have access to CPOMS they must communicate this to the Headteacher / Deputy Headteacher who will then record this on CPOMS, including pupils' views on the incident and outcomes of the debrief. Please refer to Care and Control policy for full details of expectations of procedures for physical intervention.

Anti-Bullying Measures

Should a problem of "bullying" arise, it must be dealt with in accordance with our Anti Bullying Policy. At All Saints, we define bullying as 'behaviour which intentionally hurts or harms another person, either physically,

mentally or both'. Usually in cases of bullying, one party feels more powerful than another. Bullying includes using threatening or intimidating behaviour, name calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. Where bullying exists, the victims must feel confident to approach any adult within the school who will take quick and appropriate action according to our Anti Bullying Policy. It is our aim to consistently challenge attitudes about bullying behaviour, including online bullying, and ensure that pupils understand how to keep themselves and others safe and trust adults to take rapid and appropriate action to resolve any concerns that they have.

Child on Child Abuse

All staff should be aware that safeguarding issues can manifest themselves via child on child 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.

Further details can be found in our school's Safeguarding Policy.

Behaviour beyond the School Gate

Whilst this behaviour policy refers primarily to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when pupils are:

- participating in any school-sponsored or school-related activity.
- travelling to or from school.
- wearing school uniform.
- in some way identifiable as a pupil from our school.
- poses a threat to another pupil or member of the public.
- could adversely affect the reputation of the school.

In the incidences above, the Headteacher may notify the Police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for All Saints. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour

Suspensions and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use fixed term exclusions and permanent exclusions in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

A fixed term exclusion is a sanction whereby the pupil is required to stay at home for a fixed period of time. They will need to complete school work and should not leave their home. Fixed term exclusion is a sanction that can only be authorised by the Headteacher. A fixed term exclusion is included on a pupil's permanent record.

Permanent exclusion means that the pupil cannot return to the school. The Headteacher makes this decision, but it is subject to a governors' disciplinary hearing (to which parents/carers are invited to attend) at which the governors can uphold or overturn the Headteacher's decision. The educational provision for pupils who are permanently excluded become the responsibility of their home local authority. The Headteacher, as a last resort, will decide on a pupil being permanently excluded in response to a serious breach or persistent breaches of the Behaviour and Relationships Policy, and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils in school.

Recording-keeping and Monitoring of Behaviour Incidences

Record-keeping of behaviour incidents and monitoring of data linked to incidences is essential to ensure patterns / trends in behaviours are quickly identified and appropriate support is implemented efficiently. Significant behaviour incidents (incidents that go beyond management through daily classroom strategies and may require support from other staff / parents) should be recorded on the CPOMS. Analysis of incidents on CPOMS data will be completed at least once half termly by pastoral lead and/or SLT, and as and when needed by class teachers and SENDCo.

Links with other policies and frameworks

The implementation of this policy is supported by the following frameworks and documents:

Professional standards for teachers – DfE

The Inclusive Classroom – Sobel and Alston (2021)

Performance Management policy and documents

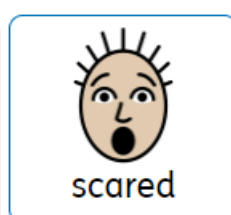
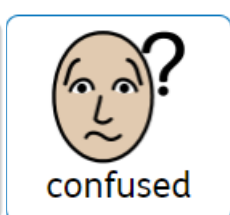
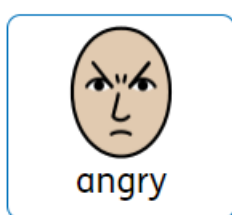
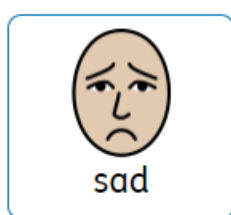
Teaching and Learning Policy

SEND Policy

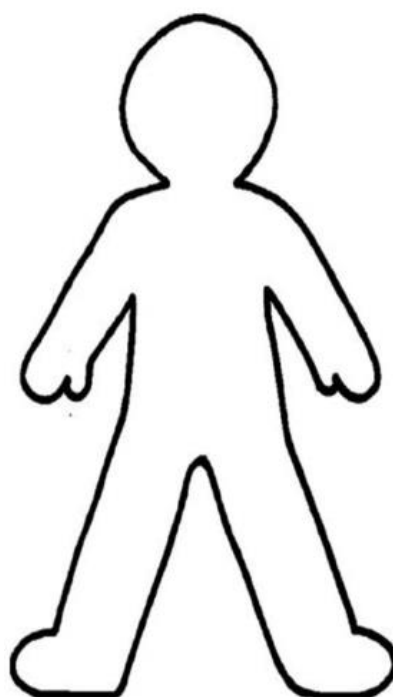
Listen, Link, Learn

What happened?

How were you feeling?



What happened to your body?



What can you do differently next time?

Comic Strip Template

Photocopy or print as many templates as you like. You can cut them into strips to join them together to make longer storyboards.



Appendix 2: Inclusive Classroom Checklist

Physical Environment

Children are clear about the structure of the day: a visual timetable is on display that is consistent with school's visual timetable

The environment is organised with clear signposts what happens and where. Resources are labelled with visuals and/or words as appropriate.

Seating is appropriate and consistent. A seating plan is in place which takes account of pupils' individual needs.

The classroom space offers a 'low-arousal area' for rest-bite for a pupil, as needed (dependent on pupils' needs in class)

Expectations for the classroom environment are supported by visuals.

Learning displays are supported by visuals.

Table-top equipment and concrete resources are available and accessible as needed to support specific learning tasks (e.g. word mats, number lines, manipulatives).

Pupil Individual Support Plans and One Page Profiles are available for all adults within the class, including Small Step Progression Tracking for those pupils who need it.

Class Mapper is available within the class for reference for all adults.

Classroom Teaching Practices

Activities/tasks are differentiated taking into account learning levels across the class.

Transition from whole class to independent work is clearly signalled with visual/concrete resources to support.

Instructional language is clear, explicit and in the positive e.g. good sitting (supported by a visual as appropriate)

Sessions are well-structured and follow whole-school T&L policy.

Time is given for pupils to process instructions and questions.

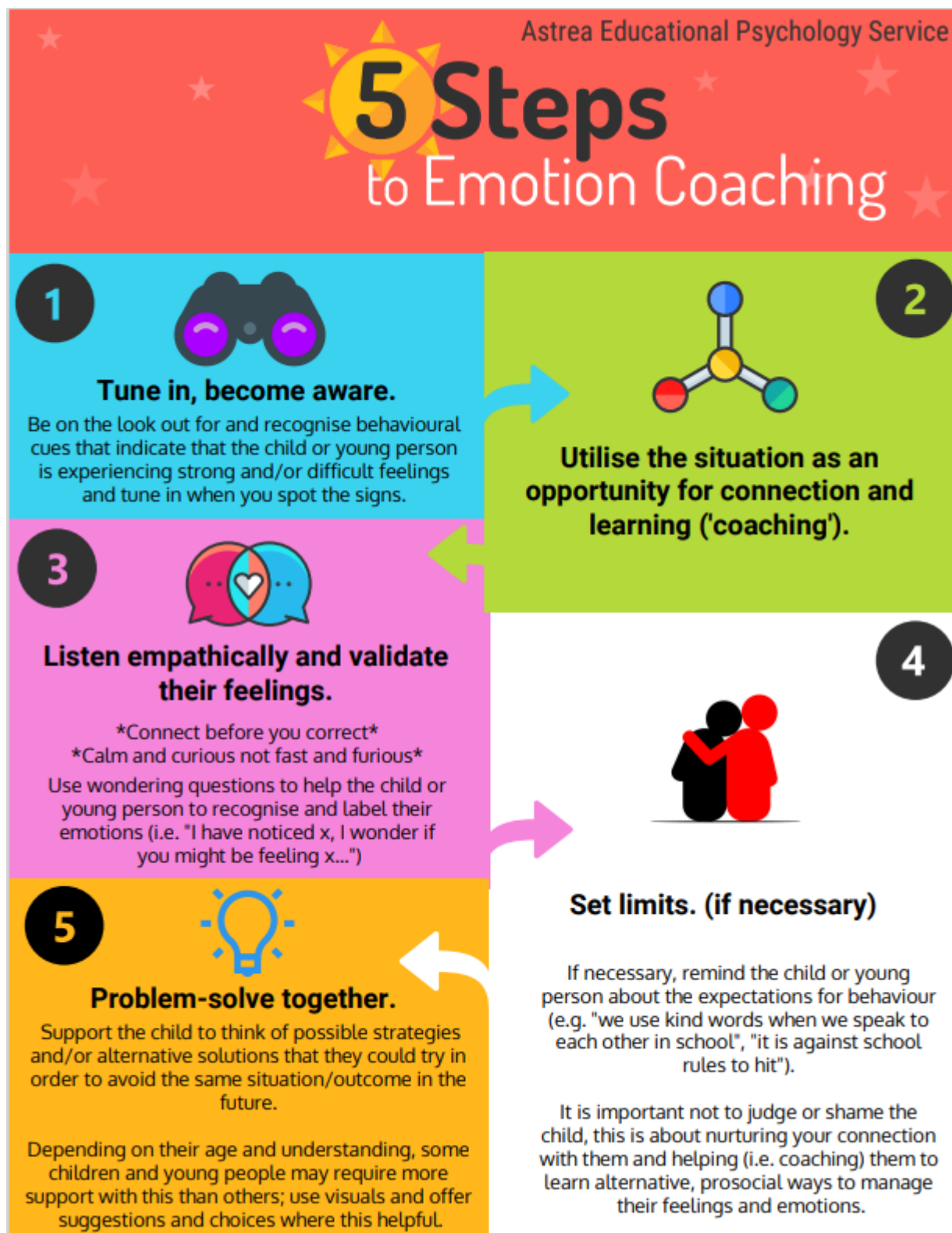
There is a consistent use of strategies and approaches in class (e.g. for regaining class attention, for transition from carpet to table).

Links are made to previous learning around the curriculum.

There are opportunities between sessions and throughout sessions for repetition and review of skills and knowledge, as appropriate.

Language and resources used are at an appropriate developmental level to suit different learners in the class.

Appendix 3: Emotion Coaching - Details of Stages



Appendix 3: Home / School Agreement

Appendix 4: Emotion Coaching - details of stages

Appendix 5: Interpreting a Pupil's Behaviour - Proforma



Understanding _____'s behaviour

Presenting Behaviours (what we see)
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Drivers	Unmet Need...What does he/she need?
	What can we do in class?
Thoughts	What can other staff do to help?
Feelings	

	What interventions might need to happen out of class, maybe 1:1?
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