

Kingswear Primary School
Behaviour and Relationships Policy

September 2021



Introduction

The UNCRC has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. At Kingswear, we work with these rights to guide everything we do. We feel the following rights are particularly pertinent to this policy:

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 2 (without discrimination) The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 12 (respect for the views of the child) Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 28 (right to education) Every child has the right to an education. Primary education must be free.

Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Aims

Our key aims are:

- To provide a safe and secure environment for all our pupils and staff, so that they can work and learn together to enable them to experience responsible and independent learning and encourage self-awareness.

- To be positive in our approach to promote considerate, respectful relationships between all members of the school community.
- To have a consistency of approach across the whole school, modelling what is meant by positive behaviour and recognising this and rewarding it.
- To provide the best atmosphere for learning.
 - To provide an empathetic and relational approach to behaviour which takes into account each child's individual circumstances and experiences.

Although behaviourist approaches can work for the majority of children, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as children in care (CiC), children at the edge of the care system, and children previously in care, behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

This policy aims to develop a consistent, whole school approach to wellbeing; it recognises, and aims to take account of, the huge challenges we face in managing to include pupils with complex SEMH needs, and meet targets around attainment and governmental scrutiny. It also acknowledges the responsibility for looking after the well-being of all members of the school community, particularly teaching staff and support staff.

The purpose of this Attachment Aware Relationships Policy is to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more humanist, relational and universal approach, which is inclusive for all, and can benefit the whole school community. The policy has been developed in line with Attachment Aware principles to ensure that it translates into whole school practice. We focus on relationships rather than behaviour management, because we believe individuals alone manage their behaviour; instead we support and guide children to learn from their mistakes to develop consistently positive behaviours.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school. It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

Roles and Responsibilities

Maintaining good relationships is the responsibility of all staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

Key Premises of our Approach

- Being 'fair' is not about everyone getting the same but about everyone getting what they need.
- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour, we encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Putting relationships first

This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

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. Natural rewards and consequences that can follow certain behaviours should be made explicit.

Whole School Implementation

In our school, we use the metaphor of Bucket Filling to share our expectations and responses to behaviour. We use a range of bucket filling literature and activities to show the children that buckets are filled when they say or do positive things to one another e.g. if they are helpful and kind. We have generated lots of words that show good bucket filling behaviours which the staff and children have talked about and agreed together. These positive behaviours are displayed in hall, classrooms and other communal areas of school. All staff should continually communicate these positive behaviours to the children and to help them understand their meaning and the reasons for them.

Each week, class teachers choose a child in the school who has filled someone's bucket by doing/saying something kind or modelled good learning behaviour. The child then receives the Kingswear Bucket during Friday's Celebration Assembly to take home for the week. The Bucket has been filled with treats (no sweets or chocolate) by the previous recipient and they pay it forward by filling it with treats for the next child.

Bucket Filling Bonanza time has been included in each class' weekly timetable to celebrate all of the good bucket filling behaviours that have been seen during the week. Every time the staff observe a kind act, they award a Dojo for bucket filling. The number of Dojos earned by the class at the end of the week relates to the number of minutes' Bonanza time earned. Bucket Filling Bonanza activities are organised by individual teachers with the help and input of the children. We encourage the children not to be 'bucket dippers', as this empties their own bucket and buckets of others (metaphorical) e.g. leaving someone out at playtime. We use bucket dipping consequences as an opportunity to develop the children's understanding of their feelings and behaviours. When using bucket dipping consequences we apply emotion coaching responses and are careful not to shame and ostracise children from their peers and school community, leading to potentially more negative behaviour.

Consequences

When a child has demonstrated 'bucket dipping' behaviour we work with them individually to reflect on the natural consequences of this behaviour using the language of our school values and the articles of the UNCRC (e.g. How do you think child A felt when you said that to them? I wonder if it emptied their bucket? Which of their Rights might have been affected?) We then encourage reparation by asking 'What could you do to fill their bucket?' and support the child to make amends. Where bucket-dipping behaviour occurs frequently, this will become a more formal exercise and responses recorded by an adult on forms kept by the teacher/Head of School. Should there be no improvement, parents would be asked to meet with staff and invited to support their child through a consistent approach between home and school. A relational support plan is created to address the behaviour. At no point are children blamed or shamed: this is seen as a learning and developmental process.

How the school supports staff well-being and reflection

We also recognise the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. To this end, staff have been given a number of strategies to aid their own self-care i.e. training on mental health and well-

being, displays promoting staff mental health and well-being, 'open door policy' of SLT, HT modelling, regular solution circles/staff discussions.

Severe Behaviour

Severe behavioural issues must be reported to a member of the Leadership Team (Head, Phase leader) who will deal with the incident. Severe behaviour can include, but is not limited to:

- Inappropriate/dangerous items being brought onto school premises
- Racist abuse - Article 2 (Non-discrimination)
- Bullying - Article 16 (Right to privacy)
- Physical assault - Article 19 (Protection from all forms of violence)
- Homophobic abuse - Article 2 (Non-discrimination)
- Sexual misconduct - Article 34 (Sexual exploitation)
- Theft - Article 36 (Other forms of exploitation)
- Damage to property - Article 29 (Goals of education)
- Persistent disruption to learning - Article 28: (Right to education)

All incidents will be recorded. In the case of bullying and prejudice related incidents, an Anti-bullying and BPHI form (Bullying and Prejudice/Hate Incidents) will also be used to record the incident as appropriate.

Vulnerable Groups

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support. It is recognised that some children need a more individual approach to independently display positive behaviour. To do this we offer the following approaches:

- Time out opportunities
- Modified timetable
- Social skills groups
- Targeted interventions
- Pastoral Support Plan (PSP)/Relational Support Plan
- Specialist referral (e.g. to Devon SEMH team)

Procedure Following a Major Infringement and/or Exclusion

Following a major infringement of the relationships policy or a fixed term exclusion, the child, with their parents/guardians will attend a re-integration meeting upon returning to school and a PSP will be put in place to support the pupil.

Relational Support Plans

Where there are more serious behavioural concerns, the school, in conjunction with the pupil, parents or carers of the pupil and outside agencies eg: Educational Psychologist and Behavioural Support, will work together to draw up a RSP. This will run for 8 weeks addressing the pupil's behaviour through a detailed action plan. It will be reviewed at regular intervals (as agreed at the initial meeting) with those concerned to discuss progress and may be extended if required.

From this a Support Plan for use in the classroom is drawn up to help the pupil with their future behaviour. This is a positive behaviour plan. The plan is shown to parents to read and sign. The frequency of this is personalised for each pupil. The support plan will run for four weeks after which time staff and parents will decide whether to resume normal monitoring or continue. This will be fed back into RSP meetings. Dependent on the behaviour shown, if necessary the matter is referred to external agencies such as the SEMH team. If such agencies have worked with the school and the pupil, and the pupil continues to behave in a manner which is unsafe to themselves or others, the school would then consider a fixed term/permanent exclusion.

Fixed Term and Permanent Exclusions

Fixed term or permanent exclusions will only be used as a last resort. It will be used where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Exclusions

After the implementation of a relational support plan and a period of monitoring, or following 3 isolated days, then exclusion procedures may commence in accordance with the DfE Exclusion from maintained schools, academies and pupil referral units in England, statutory guidance 2017. In light of a serious incident at school that results in a person being hurt; damage to school property or disruption to the teaching and learning of other pupils, the sanctions in the behaviour policy will be escalated immediately.

The child may receive a fixed term or permanent exclusion at the discretion of the Head Teacher. Only the Headteacher (or an acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. If the Headteacher excludes a pupil, s/he informs the parents without delay giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion;
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term;
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the Headteacher must notify the local authority and governing body once a term. In the case of a fixed period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

Lunch-Time Exclusions

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents still apply. Lunchtime exclusions are counted as a half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

Support Agencies

We have a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/guardians.

Use of reasonable force

The school reserves the right to use reasonable force with a pupil should the need arise. This will be undertaken in line with training that staff have received and in accordance with the guidance set down to the teaching staff by the governing body.

Screening and Searching Pupils

The school reserves the right to screen and search pupils for property and dangerous weapons should the need arise. This will be done respectfully and in accordance with the guidance set down to the teaching staff by the governing body. When a pupil is searched, at least two members of staff will be present. Parents will be notified that their son/ daughter has been searched and the reasons as to why this was undertaken.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against. Bullying can be emotional, physical, racial, sexual, direct or indirect, verbal and cyber-bullying.

Details of our school's approach to preventing and addressing bullying are set out in our Antibullying policy.

Racist and Sexist Behaviour

This behaviour is not tolerated at Kingswear. Such occurrences will be dealt with in line with the school's policy. Racist incidents will be recorded and reported according to policy.

Off site behaviour

It is expected that Kingswear pupils will uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code.

The power to discipline beyond the school gate

The Head Teacher has the right to discipline pupils beyond the school gate when non-criminal negative behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the school. The Head Teacher in dealing with the incident outside school will consider the following:

- If the misbehaviour has repercussions for the orderly running of the school.
- If the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- If the misbehaviour could adversely affect the reputation of the school.

The Head Teacher will also consider and notify the police or anti-social behaviour co-ordinator in their local area of the actions taken against the pupil, if they feel it is appropriate. If the Head Teacher feels the misbehaviour is linked to the child suffering, then the school's safeguarding policy will be followed.

Misconduct of Parents on school site

In the event of a parent displaying misconduct on school property the Head Teacher will notify the parent with a written warning about the behaviour or in a serious breach of misconduct ban the parent from physically setting foot on school property.

Misconduct of staff members:

In the event of a staff member being accused of misconduct the Head Teacher will follow the guidance and advice in “Dealing with Allegations of Abuse against Teachers and Other Staff.” Staff members will not automatically be suspended after an allegation of misconduct.

Review

This policy, which will be reviewed and updated as appropriate, should be read in conjunction with:- Anti-Bullying Policy, Equal Opportunities policy.

Date agreed by Staff:

Date agreed by Governing Body:

Review Date:

Signed: _____ (Head)

Signed: _____ (Chair of Governors)