

WHITEHILLS PRIMARY SCHOOL

“...putting children first....”



Positive Relationships, Behaviour and Attitudes Policy

Date reviewed: September 2022

Reviewed by: N James

Ratified by Governors: September 2022

Whitehills Primary School is a school built on a culture of respect for all. We live a belief of equality of opportunity and have an endless tenacity to remove barriers and allow our children and adults to succeed in life. The way this is achieved is through relationships. Everyone involved at Whitehills Primary School strives to ensure positive relationships; promoting self-esteem, self-worth and high expectations of ourselves and each other. Our school values call for all of our community to be: respect, responsibility and hard work.

“The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible. Every single day. Small, persistent and visible shifts in adult behaviour have an incredible effect on children’s behaviour.” Paul Dix.

At Whitehills Primary School we have three simple steps to success:

- We follow instructions
- We keep ourselves and others safe
- We are kind and respectful

Everyone involved with Whitehills Primary School is expected to know these steps and follow them at all times. Adults in school will build strong, positive relationships with every child and adult within our community. They will role model the steps to success at all times and will visibly expect others to do the same. Anyone found to be struggling with the steps to success will be supported immediately, with an expectation of improvement.

All of our children have the right to:

- A safe space where everyone cares about their opinions and wellbeing
- Receive high quality, personalised learning which involves them, builds upon their successes, ensures progression and involves their parents/carers
- Have social, emotional and academic learning planned for them across the day with explicit feedback given (within the classroom, during transitions, on the playground)
- A strategic response to individual, group and cohort development with planned next steps
- Scaffolded support to learn the strategies needed to achieve our steps to success
- Have adults working with them who are observant, open, inclusive, understanding, patient and emotionally intelligent.

Every child deserves a champion – an adult that they know will never give up on them. The key to great behaviour is meeting the individual need of the child. Behaviour is a communication of need! Through the acts of daily care, generosity of spirit and the genuine interest we show in each other, we will maintain a culture of kindness and respect. Children bring their behaviour experiences from home into school with them; learned at home, rehearsed in their community and delivered to the school learning environment. By carefully shifting responses, adults in school can affect positive change to learning barriers.

We will:

- Explicitly identify the behaviour we expect
- Explicitly teach behaviour
- Model the behaviour that we are expecting
- Practise behaviour
- Notice excellent behaviour
- Create conditions for excellent behaviour to be achieved by all.

Changing the way that we react to emotive situations is difficult. We all need to challenge each other if we see behaviour which doesn't mirror our agreement. There is one proviso ... challenge should always follow our culture of kindness; it should not seek to degrade or embarrass.

When a child is not following the steps to success, they need our support and understanding. Conversations should follow a script and adults should remain calm and professional at all times. This must be consistently applied by **all adults at all times**. This will allow children to feel supported, secure and valued. We can help dysregulated children by:

- Remaining calm
- Being curious about what their behaviour might be communicating
- Empathising with their feelings
- Listening, listening and then reflecting back what we have heard including naming feelings
- Asking yourself what the learning opportunity might be •

Once they are calm, engaging the child in that learning, without censure or judgement.

Children must be praised publicly and reprimanded in private. Adults will always be calm, consistent and fair in their treatment of children, parents and colleagues. Adults will never shout and will avoid becoming emotionally charged. They will model self-control through their calm approach and deal with individuals fairly.

Adults must always use a gentle, measured approach when a child is not following the Steps to Success; referring to the child by name, lowering themselves to the child's physical level, making eye contact, or standing to the side of the child if eye contact may cause discomfort for the child, delivering the required message, and then allowing the child time to consider what has been said. Following on from an incident where the steps to success have not been followed, it is imperative that the adult who initially dealt with the incident (supported by a colleague/SLT member if appropriate) should conduct a restorative conversation. This helps to ensure that relationships remain positive and that the perpetrator can evaluate and reflect upon their choices and the effect of those choices upon others. When we see behaviour that is not following our steps to success, it must always be challenged – never ignored.

Consequences to be used

It must be made clear to all children who have consequences applied to them that it is because of a specific behaviour that is being displayed and this link must be made explicit. We will always take the time to listen to children.

1. A warning may be issued and the required behaviour communicated.

2. Moving a child away from where they are working or playing and, if outside, to walk with the adult.
3. Time-out to be used where a child needs time to become calm and to reflect on their choice of behaviour.
4. Loss of playtime at break or lunch
5. Loss of privileges – such as representing the school team, reduction of Golden Time, attending a club etc.
6. Referral to a member of the Senior Leadership Team –MyConcern form will be used to record the choice of behaviour being made.
7. Referral to the Headteacher, who will instigate a meeting with parents to discuss future options.
8. Repeated or a single choice of serious negative behaviour may lead to a fixed term exclusion being applied. This may be an internal or external fixed term exclusion, a decision that is at the discretion of the Headteacher.
9. Permanent exclusion of a child will only happen after all avenues have been exhausted and the child continues to make serious negative choices of behaviour. Both the governors of the school and the Local Authority will be consulted on the decision of the Headteacher to permanently exclude a child.

Some negative choices of behaviour made by children will mean immediately seeking the support of a member of the Senior Leadership Team. These include choosing to fight with other children or intentionally harming them and swearing or using foul and abusive language. The SLT member will investigate each matter and this must be recorded on MyConcern.

Behaviour choices such as swearing or hurting adults will also mean immediately seeking the attention of the Senior Leadership Team. Once the circumstances have been investigated, necessary consequences will be applied and parents will be asked to meet with the Headteacher.

Dealing with incidents of poor choices of behaviour in a consistent way

In order to help all staff deal with 2 or more children who may have made poor choices in an effective and non-emotional way the school will use a restorative justice approach to investigate. All staff must remain calm and give the children ample opportunity to answer the following five restorative justice questions. Each child must be listened to carefully and their answer clarified where necessary:

Guidelines for Classroom Management

Coming in - all classes should have activities to which children go to complete. Teachers should be there to meet the children - if you are delayed find an adult to ensure an orderly start.

The tone of voice you use is important. Moderating tone and volume sets an example to the children and creates a pleasant atmosphere in the class. It makes more effective those times when you do need to raise and project your voice.

Use praise of a child's behaviour to focus other children whose choice is not as positive. Use positive statements - "Walk down the corridor – thank you" is better than "Stop running".

Every class needs procedures for:

1. Coming in, or going out from class – lining up calmly.
2. Hanging up coats and bags.
3. Movement around the classroom.
4. Wet playtimes - games and comics, books, scrap paper and expectations clear
5. Going into/coming out of assembly calmly and quietly

Adults need to model positivity to each other and to the children.

It is recognised that a very small number of children display extreme choices of behaviour as a result of emotional, psychological or neurological disturbance.

The behaviour is:

- usually present early in the child's school career.
- regardless of which teacher they may have encountered.
- more acute.

As a class teacher:

- consult records
- talk to teachers with previous experience of the child
- inform SENCo and seek advice from parents/guardian
- keep a clear, detailed record of the choices of behaviour the child makes
- create and Positive Behaviour Plan (PBP)
- involve other agencies and settings to provide further advice and teaching

These short sentence stems help to make assertive requests without detracting from learning:

1. You need to ... (stand up and come outside for a chat please)
2. I need to see you ... (doing as I have asked)
3. I expect ... (to see you lined up with the rest of the class within 20 seconds)
4. I know you will ... (help David to tidy up the pencils)
5. Thank you for ... (making the correct choice and following my instruction so well)
6. I have heard what you said, now you must ... (put down the iPad and join the class on the carpet)
7. We will ... (come out to the playground again later and you can have a turn on the bike then)

When there is more time, scripts that can be used are:

1. You need to understand that every choice has a consequence. If you choose do the work you have been asked to, that will be fantastic and you will then be able to read a book. If you choose not to do the work, I will need to let your mum know and you will have to complete the work at home. I'll leave you to make your decision.

2. I need to see the David that I saw yesterday – you remember the one that helped me to tidy up so well? That’s the Alfie you can be all of the time.
3. I expect your behaviour to improve. At the moment, your behaviour is disruptive/damaging/dangerous. I know you can make the right choices and improve it.
4. I know you will fix this behaviour. I’m not leaving. I care about what happens to you and I know you’re going to be brilliant again soon.
5. Thank you for stopping shouting out. What effect do you think you shouting out had on the lesson?
6. I have heard what you said, now you must sit on the carpet as I have asked. We can use the iPads again next lesson.
7. We will walk together to PE so that I can see the walking that I have seen you do so many times before.

If a child turns away from you while you are delivering a script, you should continue to deliver it. If a child needs to regulate, say, “I will come back when you are calmer and ready to listen.” Choose your moment to deliver the script. Children will see that you are not serious if you are not consistent. Scripts depend on the build-up of emotional currency and are not a magic spell. **Staff must be deliberately bothered.**

For children who consistently struggle with their behaviour management, punishment places pain on top of their problems. It is unfair to inflict punishment upon children who are facing challenging circumstances in their lives. We must consider what children are coping with in their daily lives. We must search for what they need to succeed - not what we believe they deserve for their wrong doing. When a bad choice has been made, there must be time to think about the action and a discussion around how it is to be corrected. The ‘severity’ of the punishment needs to be in line with the choice and the effect on others. Punishments should not be overly severe and they should be agreed by the adult and child as the appropriate way to address the consequence. Simple impositions will be used to the greatest effect. If, for example, a child has not completed a task due to poor behaviour choices, the teacher may ask the child to complete it quickly at break/lunch or ask for it to be completed at home. The adult should communicate this with the parent in a short and measured manner. If the task is not completed, a teacher must meet with the parent. Stepped sanctions should:

- Have a gentle approach
- Use a child’s name
- Be down at the child’s level
- Make eye contact
- Deliver the message calmly
- Walk away

Adults will use the stepped sanctions in the following order:

1. Reminder (privately remind the child of the step to success that they are breaking): EG: “I notice that you are calling out after I’ve asked for hands up. You’re not following instructions. Please put your hand up. Thank you for listening.”
2. 2. Warning (privately reprimand the child and remind them of the step to success that they are breaking): “I have noticed that you are being unkind to Jacob. You are not being kind and

respectful. Do you remember when you helped Amy when she fell over? That's the Ali that I need to see today; the kind one. Thank you for listening."

3. Space to self-regulate in the classroom (the child should spend 2 – 5 minutes calming down with an appropriate manipulative – timer, stress toy etc.): "I have noticed that you chose to throw the scissors across the carpet. This isn't keeping others safe. You have now chosen to sit in the cool off space. I will come and speak to you in two minutes. Thank you for listening."
4. Space to cool off in another class (the child should take some work/an activity with them for a 10 minute period. The child should be escorted to the classroom by an adult in silence. The other class teacher should welcome them and not comment on why they are there): "I have noticed that you chose to continue using rude words. You are not being kind and respectful. You have now chosen to go and sit in Mrs Taylor's classroom. I will speak to you at the end of the lesson. Thank you for listening."
5. Removal to a member of SLT (the child should take some work/an activity with them for a 30 minute period. The child should be escorted to the Leadership Room by an adult in silence. The SLT member should welcome them and leave them to complete their work/ regulate quietly): "I have noticed that you have now chosen to scribble all over your book. I will now contact Mrs James and you will need to complete your learning with her. I will speak to you when you return. Thank you for listening."

If the Steps to Success are not followed out on the playground, adults must follow the stepped sanctions above, adapting steps 3-5: Step 3 – stand by another staff member Step 4 – sit on the bench Step 5 – go inside to a member of SLT

Consistency across the school is key to success.

In all of our learning, we need to practise and develop helpful behaviours. For behaviour, we must learn and practise to RECOGNISE, REPAIR AND RESTORE. The positive relationship that we have developed with the child ('botheredness') is best used in a restorative conversation when teaching better behaviour or making better choices.

Punishments do not teach better behaviour.

The discussion during a restorative meeting is not a prelude to an apology. An apology is pleasant, but only as a genuine recognition of the poor behaviour choice and the impact of that choice on themselves, others or learning. A restorative meeting should take place as soon as possible after the incident and should follow these rules:

Don't sit behind a desk

However irritated you were/are with the behaviour, do not show it.

Focus on the outcome that you want. ! Make sure you have time to restore, redraw and repair effectively !

Have a drink of water ready for the pupil if they are still deregulated !

Leave the door open

Share your own reflections

Do not use judgemental language

Do not allow any interruptions

Stick to the matter at hand.

Do not bring up other issues

End the meeting positively and show that you still care.

You must use **5 questions** as part of the restorative process. You should choose which ones are relevant to the individual child/incident carefully from the following:

What happened? (Listen carefully without interrupting. Give your account calmly after. Go slowly and tread carefully)

What were you thinking/feeling at the time? (It may not be obvious to the child that their initial thoughts/feelings may have led to them making poor choices)

What have you thought/felt since? (This is the opportunity for attitude change, explanation shift or possible apology. You may need to help gently tease these responses out)

How did this make other people feel? (In the aftermath it is important to shine a light on this. They may not have noticed the audience originally)

Who has been affected? (If the child struggles here, give them some suggestions. You are teaching them to use their conscience. Make a list of those affected)

How have they been affected? (The child needs to understand that their behaviour can have an impact on others)

What should we do to put things right? (Do not demand an apology – a forced apology is worthless. This is where an agreed consequence can be discussed)

How can we do things differently in the future? (Here we can teach the child different strategies to help them improve their behaviour choices)

It is important that once an incident is dealt with, the child has the opportunity to move on. **They should not be spoken to about the same incident by other adults and we should never tell someone else about the poor behaviour choice/incident in front of the child.** It is important that adults seek support from colleagues if they need it – but their responsibility to the child remains the same. The best way to disempower an individual is to pass over responsibility to a 'higher power'. At Whitehills Primary we use MyConcern to record our concerns and actions. This system is for the transfer of information, not for the transfer of responsibility. It is to make a record and undertake analysis over time. Incidents should be professionally and objectively written, detailing the facts and not our own emotions/opinions. Relationships with children and their families are key. Communication is vital to these relationships. Adults who are concerned about a child's behaviour or wellbeing, please inform the designated safeguarding leads.

EQUAL OPPORTUNITIES

When children are working in groups, we endeavour to ensure that their hands on experience is equitable.

Resources are checked to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

The co-ordinator, in conjunction with the SENCO, will advise teachers on the support that can be provided to children with particular individual needs.

INCLUSION

Teachers ensure that the work undertaken by children with a disability:

takes account of their pace of learning and the equipment they use; takes account of the effort and concentration needed in oral work, or when using, for example, vision aids; is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials; allows opportunities for them to take part in educational visits and other activities linked to their studies; uses assessment techniques that reflect their individual needs and abilities.