



# Twineham CofE School

*Nurture Togetherness Resilience Creativity*



## TWINEHAM POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY

Last Reviewed: November 2022, updated February 2023

Next Review: Spring 2023 (annually)

### Terms used in this policy:

**Behaviour** is everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour.

**Pro-social behaviour** is behaviour which is positive, helpful, and values social acceptance.

**Anti-social behaviour** is behaviour that causes harm to an individual, a group, to the community or to the environment.

**Difficult behaviour** is behaviour that is anti-social, but not dangerous.

**Dangerous behaviour** is behaviour which is anti-social and will result in injury or harm. This includes harm to self or others, damage to property.

**Well-being** refers to a state of being comfortable, happy and able to cope within the environment.

At Twineham our core values thread through our Positive Relationships Policy

<i>Nurture</i>	<i>We all take responsibility to look after each other- children, staff and families</i>
<i>Togetherness</i>	<i>We collaborate and work together to solve problems and make things better</i>
<i>Resilience</i>	<i>We keep on trying until we've got it right for all</i>
<i>Creativity</i>	<i>We think creatively to promote well-being in lots of different ways</i>

### Aims & Ethos

Our aim is to value, create and maintain positive relationships which take into account the rights of children as set out in the UN Convention on the Rights of the Child. This includes the right to be safe, have a good quality education and to develop friendships. By promoting positive behaviours we aim to strengthen teaching and learning, attainment and achievement. At all times, a proactive, solution-oriented approach will be a priority whereby children, families and staff are respected, supported, and included. We will be consistent and coherent in our promotion of positive relationships. However, we will also ensure that our policy can adapt to meet the needs each unique child, considering their specific context and an awareness of any adverse childhood experiences (ACEs). We believe that a fair approach depends on everyone getting what they need (equity) rather than everyone getting the same (equality).

As a Church of England School we see each and every child as a gift. We strive to develop an ethos of kindness and cooperation and believe that 'every day is a new beginning'.

## Policy Development

We aim to promote positive, pro-social behaviour, prevent and manage negative behaviour, and provide appropriate and timely support to children experiencing difficulties with behaviour. Our policy focuses on 'Behaviours for Learning'. By focussing on the positive behaviours we want to encourage, we reinforce ways that we can all actively support our learning and well-being. Children across the school identified the behaviours in themselves and others that made it more difficult to learn and these have led our policy development. Staff and Governors have also contributed.

It has been influenced by the Education Endowment Foundation's Guidance Report: Improving Behaviour in Schools, October 2021, <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> and the Department for Education's guidance <https://www.gov.uk/government/publications/behaviour-in-schools--2>

## Linked Policies

This policy should be read alongside our Anti-Bullying Policy, Use of Force, and Child Protection & Safeguarding Policy

## Learning Behaviours and Non-Negotiables

At Twineham we have 3 key sets of learning behaviours: we are active listeners; we are ready to learn; we work well together. Within each strand we have identified what these sets of behaviours 'look like' and why they are useful to help us to learn and get along. See Appendix 1

Alongside our learning behaviours staff and children have agreed non-negotiable behaviours that support all to feel safe and happy around school.

<b>Non-negotiable behaviour</b>
■ We show respect to everyone
■ We stand up and speak out if something's not right
■ We walk inside the school and in the small playground
■ We use quiet voices inside the school and in the small playground
■ We respect our school environment, inside and out
■ We wear school uniform and school P.E kit, with hoods and hats off inside

## Proactive strategies to promote pro-social behaviour

We recognise that a sense of safety and security are the foundation of the mental health and well-being of children, and ensure that **our school environment is safe and welcoming.**

All staff work hard to **establish and maintain good relationships with all children**, and repair relationships when something has gone wrong and to teach these skills to children as part of our RSHE programme.

We recognise that behaviour is a function of being able to manage emotions, and we therefore actively **teach 'self-regulation'** in the school environment, using the 'Zones of Regulation' to support emotional literacy.

Children and staff will learn about our learning behaviours and why we refer to them because:

- The Learning Behaviours are displayed in every class and shared on our website.
- Expectations are reviewed regularly in whole school and key stage assemblies.
- Non-negotiables are re-enforced daily through consistent routines and expectations. Links are made at playtimes as well as class-times
- The behaviour policy and expectations are outlined as part of staff induction
- Behaviour expectations are shared with children and families who are new to school when they join.

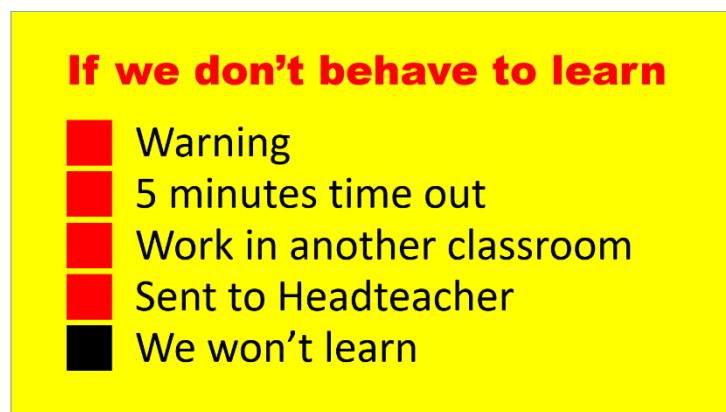
Pupils who demonstrate these positive behaviours will be celebrated with:

- Immediate and descriptive praise ("thank you for thinking carefully about what your friend has said, I can tell you are actively listening")
- Team points.
- Other class devised rewards (e.g. 'Marble Time', stickers)
- Sharing successes with parents in person or via Seesaw.
- Sharing successes with other key staff e.g. Headteacher, former class teachers
- Recognising consistent positive behaviour in key stage and Celebration assemblies.
- Recognition of the impact of their behaviour on their attainment and progress in learning

### **Responding to anti-social behaviours:**

The strategies outlined above promote pro-social behaviour throughout the school for the majority of pupils for the majority of the time they are in school. However, we recognise that at times, and despite our best endeavours, the behaviour of some pupils will not exemplify these standards, and will need a consistent response. Twineham will address anti-social behaviours and disruption by:

- Ensuring all children know the expectations, using language and visuals appropriate to their development and needs.
- Using clear routines and visual timetables in all classes.
- Considered, sensitive and skilled early intervention. This may include directed choice, e.g. you can stay in your seat and work quietly or move to the table over there to work on your own; or praising those doing the 'right' thing.
- Minimising potential triggers for individuals (e.g. using ear defenders at louder times or 1:1 time at morning arrival)
- Responding to specific behaviours in their planning and teaching e.g. addressing a recurring playground issue in RHE lessons; changing class routines to minimise transitions.
- Acknowledging children's feelings and re-focussing them ("I can see you might be feeling..., but remember our rule is to...)
- Sanctions will be used when necessary to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. There is a clear stepped procedure, which is shared with the children as follows:



Steps are cumulative within individual sessions. **Each session/day is a fresh start.**

Where behaviour is escalating, persistent, difficult or dangerous:

- children will move directly to step 3, or 4 depending on the severity of the incident. This protects the learning and well-being of others and allows the child to take a break and 'reset'. Depending on the level of behaviour, the child can take a break at a table outside the classroom with an adult supporting or the de-escalation strategies planned for the child can be followed.
- Children who need this level of behaviour support will have an individual behaviour plan and/or risk assessment in place.
- The class teacher, or Headteacher will take time, following the incident (and only once the child is regulated) to have a restorative discussion. These are used to support the resolution of disagreement or conflict between children, incidents of disruption of learning, or another breach of school rules. This approach empowers all children involved in a difficult situation to recognise the impact of anti-social behaviours and consider appropriate consequences. The outcome of the restorative process is that an agreement on what needs to happen next is reached.
- Parents will be notified if their child is sent to the Headteacher.
- Any incident that occurs is logged on the 'Behaviour and Incident Log' by the staff member who dealt with it. In addition some children will have ABC logs to enable staff to reflect on any incidents, look at triggers and put in place additional strategies in response. These logs may be used as evidence and to seek advice for further support from professionals.

### **Supporting the behaviour and self-regulation of children with additional needs**

This policy is written to support the needs of all the Twineham community. However, it is important to adopt an equitable approach where an individual's needs may require specific strategies and support. If this is the case the class teacher and SENCo will work closely with parents and listening to the child, to put in place an individual support plan and risk assessment if appropriate. The school, with parent's permission, may also seek support from external agencies such as the Learning Behaviour Advisory Team (LBAT) or Educational Psychology Service (EPS) or, if a child is at risk of exclusion (AROE), the Fair Access team can be informed.

## **Bullying**

Twineham seeks to create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully. Please see our Anti-Bullying Policy.

## **Positive Handling**

Adults will ask before they touch a child but may often take a hand, give a pat on the back or a hug, to reassure or comfort, especially for our youngest learners.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to a child or adult. The actions that we take are in line with government guidelines on the restraint of children. Staff members have been trained in Positive Handling and will always seek to deescalate situations before use of any restraint.

Where, a child's individual needs may mean adults are more likely to need to use positive handling techniques, this will inform a specific risk assessment appropriate to that child, in discussion with their parents.

## **Dangerous Behaviour and Fixed Term and Permanent Exclusions**

All severe behaviours are referred straight to the Headteacher. The response to and consequence for these incidents are at the discretion of the Headteacher and will be based on factors such as the age and level of understanding of the child, the severity of the risk to themselves/others and whether the behaviour has occurred before. All severe behaviours will be recorded and the Headteacher will contact parents. The following is a list of severe, unacceptable behaviours.

- Racist or homophobic language, abuse relating to disability
- Physical violence towards others
- Verbal abuse/swearing towards others
- Threatening behaviour towards others, including threat to use weapon
- Sexual harassment or abuse
- Theft
- Wilful damage to property
- Persistent disruption or disturbance in the classroom or other areas of the school
- Attempting to leave school, or go out of bounds without permission
- Confirmed cases of bullying

Only the Headteacher (or the 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. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he informs the parents immediately, 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 informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body will convene a discipline committee, which is made up of between three and five members, to consider any exclusion appeals. The panel will consider the circumstances in which the pupil was excluded, considers any representation by parents and the LA, and considers whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **Roles and Responsibilities**

The Headteacher:

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Class teachers and support staff:

- Promote positive behaviour, acting as role models at all times
- Adhere to our shared Learning Behaviours and non-negotiables
- Apply praise and sanctions in line with our policy
- Share successes and targets with parents, in line with our policy (teachers only)
- Liaise with external agencies for advice and support (teachers only, with parental consent)
- Log behaviour incidents and report to Headteacher as appropriate

Children:

- Do your best to be active listeners, ready to learn and work well together
- Know about our school learning behaviours and non-negotiables. Listen and ask questions to find out more.
- Share ideas about how we can improve behaviour and learning even more.
- Talk to a trusted adult at school if you are worried about yourself or someone else.

Parents:

- Work collaboratively with the school so children receive consistent messages about how to behave at home and at school
- Read and support this policy (available on the website and for new starters)

- Raise any concerns you have with your class teacher in the first instance

Governors:

- Set down the general guidelines on standards of discipline and behaviour
- Review the effectiveness of the behaviour policy
- Monitor the rate of suspensions and exclusions
- Ensure that the school policy is administered fairly and consistently.
- Support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

# Learning and behaviour at Twineham School

## 1. We are active listeners

What does great listening look like?	Why is it important?
<ul style="list-style-type: none"> <li>■ We focus on the person speaking</li> <li>■ We are quiet when someone's talking</li> <li>■ We think about what the speaker is saying</li> <li>■ We keep our hands and feet to ourselves</li> <li>■ We give each other space</li> </ul>	<ul style="list-style-type: none"> <li>■ If we are active listeners we can learn more</li> <li>■ If we are active listeners our friends can learn more too</li> <li>■ When we are active listeners we show respect for the adults and children we work with</li> </ul>

## 2. We are ready to learn

What does being ready to learn look like?	Why is it important?
<ul style="list-style-type: none"> <li>■ We are active listeners and follow instructions carefully</li> <li>■ We have and value all the equipment we need</li> <li>■ We sit with our bottoms at the back of our chair, our feet on the floor, facing the table</li> <li>■ We know what to do if we get stuck – 5 b's</li> <li>■ We ask questions when we don't understand</li> <li>■ We take responsibility for our own learning</li> <li>■ We focus on our work</li> <li>■ We use the 5 minutes when we come in to get ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>■ If we are ready we can learn more</li> <li>■ If we are ready it helps our friends learn more too</li> <li>■ When we are ready to learn we show respect for the adults and children we work with</li> <li>■ We can be independent learners who know where to go when we get stuck</li> <li>■ We are learning for our future</li> <li>■ Distractions stop us learning</li> </ul>

## 3. We work well together

What does working well together look like?	Why is it important?
<ul style="list-style-type: none"> <li>■ We are active listeners and ready to learn</li> <li>■ We believe in ourselves</li> <li>■ We are kind and nurturing</li> <li>■ We have a go and are resilient</li> <li>■ We ask questions and learn from each other</li> <li>■ We talk about our learning</li> <li>■ We show respect in responses</li> <li>■ We are creative in finding solutions</li> <li>■ We allow others to learn</li> </ul>	<ul style="list-style-type: none"> <li>■ If we work together well we can learn more</li> <li>■ If we work together our friends learn more too</li> <li>■ When we work together well we show respect for the adults and children we work with</li> <li>■ Because in a changing world, we will always need each other</li> <li>■ Everyone has a chance to learn and grow</li> </ul>