

Willerby Carr Lane

Primary School



Behaviour and Relationships Policy

POLICY MANAGEMENT

Approved by	Full Governing Body
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Effective date	
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Version Control	The most up to date version of this document is held on the school's intranet

Aims

Our School aims to provide a caring, safe, secure and happy environment in which every child can achieve their highest standards both socially and academically.

Objectives

It is essential that ALL staff create an environment in which ALL students feel they belong and feel safe; an environment that allows all students to thrive as individuals and as learners. This requires establishing appropriate learning-focussed relationships where expectations are set high and where everyone knows the routines and boundaries.

All staff make use of essential ideas and techniques in achieving this:

- **Building Positive Relationships** – relationships support the needs and rights of everyone in a classroom to feel safe, respected and valued; to feel they belong. Positive relationships also underpin creating conditions where students and teachers can focus on learning, free from distractions or emotional threats. Finally, positive relationships are key in communicating trustable feedback that students will act on.
- **Establishing Expectations** – ‘you establish what you establish’. If staff tolerate mediocre work, poor punctuality and off-task talking, they establish this as the norm and that is what will follow. Staff should establish that they will not tolerate these things and take action to address them – as a consequence, pupils learn to function within those higher expectations.
- **Signal, Pause, Insist** – one of the most important routines because it is one that teachers will use several times in a lesson. Signals may vary from class to class but should be used consistently.
- **Positive Framing** – maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language. Teachers frame corrective directions through a positive frame.
- **Rehearsing Routines** – Routines are the bedrock of a positive behaviour management system. If everyone knows what to do, what to bring, how to respond and what happens in various situations, then it allows the focus to be on learning because the rest happens more or less automatically, with minimum fuss.
- **Choices and Consequences** – as part of behaviour management systems and routines there will be a set of rules and agreed consequences for various levels of inappropriate behaviour. The emphasis is placed on students making the right choices in full knowledge of the consequences of the choices they make.

Building Positive Relationships

Relationships support the needs and rights of everyone in a classroom and around school to feel safe, respected and valued; to feel they belong.

Positive relationships also underpin creating conditions where students and teachers can focus on learning, free from distractions or emotional threats.

Finally, positive relationships are key in communicating trustable feedback that students will act on.

ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES

- Staff and students are not friends/equals because of staff roles and responsibilities alongside their duty of care.
- Relationships with students should focus on the shared purpose of achieving learning and positive behaviours.
- Once students understand the boundaries for positive, valued behaviours, and that these are consistently and judiciously maintained, they accept them as norms within which everyone co-exists happily.

COMMUNICATE KINDNESS

- All positive relationships have kindness in common.
- Kindness in all interactions – in the things you say and the way you say them.
- Keep kindness at the forefront especially if you have challenging situations to deal with.

LEARN NAMES AND USE THEM

- Take time to learn names early on with a new class.
- Use a seating plan to reference as you ask questions.
- Better if you can say “Michael, what do you think?” or “Aysha, let's have you facing this way thanks”.

COMBINE ASSERTIVENESS WITH WARMTH

- Assertiveness involves expecting compliance with your expectations without using power to demand respect.
- It is possible to be very strict if needed, strongly enforcing a boundary, at the same time as being warm, kind and caring.
- Be firm when needed, consistently and fairly whilst communicating that students are valued and respected.

ALWAYS BE THE ADULT

- However inappropriately students behave, it is vital to remain as calm and rational as possible.
- Respond using adult language and Positive Framing.
- Don't resort to sarcasm, idle threats or personal remarks.

ESTABLISH YOUR EXPECTATIONS

'You establish what you establish'. If staff tolerate mediocre work, poor punctuality, off-task talking or disrespect, they establish this as the norm and that is what will follow.

If you establish that you will take action, students learn to function with your higher expectations.

"What you permit, you promote".

DECIDE YOUR EXPECTATIONS

Determine exactly what your expectations are in as much detail as possible:

- what equipment to bring,
- how to move around school,
- how to move between one activity and another,
- how to listen when others are talking,
- how to ask and answer questions,
- how work should be set out.

COMMUNICATE YOUR EXPECTATIONS

- Talk through your expectations with each class.
- Use visual reminders for clarification.
- Use a 'checking for understanding' process to ensure your students know what you mean
- Walk through routines rehearsing how they work.

REINFORCE YOUR EXPECTATIONS

- Follow through, routinely and positively.
- If you weaken commitment to your own expectations, this undermines their value.
- Use positive framing to restate your expectations.

REDIRECT, CORRECT OR CHALLENGE

- When expectations are not met, use positive correction to redirect.
- e.g. If you have asked for silence, it must be truly silent.
- e.g. If people are talking, make sure they have stopped before you try to talk.
- Be very precise and direct.

SUSTAIN YOUR EXPECTATIONS

- It is easier to sustain high expectations if they become part of a set of routines.
- Routines need to be rehearsed multiple times before becoming literally routine.

SIGNAL, PAUSE, INSIST

This is a routine staff will use frequently

Relying on using your voice to talk over the noise of a chatting class is hard to sustain

The signal-pause-insist routine allows staff to move from one lesson or phase to another calmly and efficiently.

The more you insist on the response, the more embedded it becomes.

CHOOSE A SIGNAL

Select a clear and easily reproduced signal. This might be:

- a raised hand
- “3-2-1 and listening” / “1-2-3 eyes on me” / “pencils down” - to enter and move between tasks
- two sharp claps using a small bell
- It doesn't matter as long as it can be used freely and repeatedly.

REHEARSE THE SIGNAL

- Introduce the signal to each class soon after meeting them.
- Practise the process of stopping and starting an activity using the signal.
- Make it clear what the signal is and what you want them to do on hearing it.

GIVE THE SIGNAL

- When you want to move from student activity to teacher input, stop what you are doing and give the agreed signal.
- Stand facing the class, scanning the room to make eye contact with everyone.

PAUSE

- Give students a short moment to adjust; it's not instantaneous.
- Wait without speaking to allow this transition to happen naturally.
- Hold eye contact all the time.
- When ready, affirm their positive response with a simple “thank you”.

INSIST

- Before moving on be sure that everyone has given you the agreed response.
- If you can't get a 100% response through body language and eye contact, use low level reminders.
- You might need a more-strict response or to rehearse the signal for attention routine again.

POSITIVE FRAMING

A technique for establishing and maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language.

Instead of negative moaning or challenges that might be interpreted as personal criticism or arbitrary and unjust, teachers frame corrective directions through a positive frame.

ESTABLISH YOUR EXPECTATIONS

- Go through the process of establishing expectations first.
- Students need to know what the expectations are before they can then be re-affirmed through the framing technique.

AFFIRM POSITIVE RESPONSES FIRST

- Give positive affirmation to students who meet the expectations before dealing with any who don't.
- "Well done to this table; you're ready to learn and listening".
- "So many excellent homework responses today. Well done people!"

FRAME CORRECTION AS POSITIVE REINFORCEMENT

- Frame corrective responses by reasserting what you want, not describing their behaviour.
- Instead of "Sean and Mo, stop talking and turn around" say "Sean, Mo... I'd like you both looking this way and listening thanks".

GIVE THE BENEFIT OF THE DOUBT

- Assume students' best intentions and emphasise what you want to happen.
- Staff member: Louise, I need you focused on the task now. Thank you.
- Louise: But I wasn't talking.
- Staff member: OK, maybe you weren't but I need you focused and working hard now. Thank you.

ASSUME CONFUSION OVER DEFIANCE

- Feign confusion instead of issuing a challenge.
- "I wonder if this group did not quite hear the instructions?"
- "There seems to be some confusion about our expectations here — can we just check we've all understood the routine?"

REHEARSE ROUTINES

Routines are the bedrock of a positive behaviour management system.

If everyone knows what to do, what to bring, how to respond and what happens in various situations, then it allows the focus to be on learning because the rest happens more or less automatically, with minimum fuss.

Establish them and rehearse them so that they are known, understood and enacted consistently.

DESIGN YOUR ROUTINES

Work out what you want students to do in every common situation they encounter:

- arriving to class
- leaving the playground
- entering and getting equipment ready
- moving from a teacher-led phase to a groupwork phase
- Describe each routine in as few steps as possible.

WALK THROUGH EACH ROUTINE

- Teach each routine explicitly and walk through it.
- Treat it like a rehearsal where you review the performance and then repeat it with improvements.
- Establish a high standard early on otherwise it will be harder to address later.

TEACH THE SIGNALS

- Students need to know when to enact a given routine.
- Some might be automatic.
- Some might need to be signalled by the teacher.
- When a signal is needed, teach the signal, test it and reinforce it consistently

MAKE ROUTINES ROUTINE

- Stick to the details of a routine so that they become automatic and do not require much reinforcement.
- Feels artificial at first but persist with routines so that they become the norm.

REFRESH OR REBOOT

- Reinforce routines using Positive Framing and Choices & Consequences
- Some enforcement fatigue is normal.
- If a routine has lapsed, reboot it, re-setting the expectations, running through explicit rehearsal.
- Can be a better option than issuing consequences to multiple students.

CHOICES & CONSEQUENCES

As far as possible, positive behaviour should be celebrated and, where appropriate, recognised with verbal praise and public recognition as merit points and class dojo points. Place the emphasis on students making the right choices in full knowledge of the consequences of the choices they make.

ESTABLISH THE RANGE OF FORMAL CONSEQUENCES

- All students must know the range of consequences.
- Make it clear when any warnings will be given and the behaviours for which detentions or other consequences will be set.
- Consequences for serious misdemeanours must be crystal clear.
 - Consequences are not limited to, but may include: apologising; removal of periods of playtime; communication with parents; referral to the Headteacher or other senior member of staff; suspension or exclusion in accordance with national guidance

USE ASSERTIVE CHOICE DIRECTION

- The principle: if students choose to misbehave, they choose to receive the consequence.
- Reinforce through the language of choice direction: “James, either face forwards, concentrating on your work, or stay in at playtime.” “Amira, either follow the safety rules or you will receive a call home.”

NARRATE THE CONSEQUENCES

- When setting a consequence, explain why.
- “Rachel, you’ve continued to talk after the warning, which disrupts our learning, so you will need to see me after the lesson.”

MAINTAIN THE PRINCIPLE OF CERTAINTY OVER SEVERITY

- Students must all believe that certain behaviours will definitely lead to consequences;
- that missed playtime or other consequences issued, will happen;
- that you mean what you say.
- If consequences issued do not happen, it undermines you.

USE CONSEQUENCES JUDICIOUSLY

- Fairness is important so be as consistent as possible when giving consequences
- If you use consequences inconsistently, it undermines you.
- If you give out consequences too liberally, it can create a negative culture.

Maintaining Records of Significant Behaviour Incidents

A whole school behaviour log is maintained on-line using the CPOMS system.

Significant incidents of misbehaviour are recorded in the CPOMS system. 'Significant incidents' include:

- repeatedly making poor choices e.g. not getting on with work after multiple reminders
- a single incident where the misbehaviour merits it e.g. defiance, very disruptive behaviour, insolence, assault, fighting, damage to property, verbal abuse, bullying, racism etc.

Restorative Approach

Staff follow principles of restorative justice in trying to "make things right". The restorative approach is based on the belief that the people best placed to resolve a conflict, or a problem, are the people directly involved. We encourage children to think for themselves so that their behaviour is not motivated simply by avoidance of punishment. The guiding principles are:

Foster awareness in the pupil of how others have been affected.

Involve the student actively by asking them to speak and to listen to those who have been affected by their inappropriate behaviour.

Separate the deed from the doer. Recognise a pupil's worth, their virtues and accomplishments while disapproving of their wrongdoing.

Recognise that incidents of poor behaviour can be used as an opportunity for learning.

The following questions may be used to scaffold a discussion:

1. What happened?
2. How did it happen?
3. What was your part in it?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

The child is actively involved in the process. In some cases, the perpetrator and the 'victim' may be present at the same interview. Restorative approaches can be used individually, with groups or with whole classes. They can be used as standalone sessions or as part of circle time and PSHCE.

Additional Support - ELSA

The school employs a full-time emotional literacy support assistant (ELSA). Our ELSA is a member of staff who has had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work.

Our ELSA delivers individualised support programmes to meet the emotional needs of children and young people in our care; we recognise that children learn better and are happier in school if their emotional needs are also addressed. The role of the ELSA is to develop children and young people's emotional literacy, positive mental health, social skills, and emotional well-being. The ELSA isn't there to 'fix' the child. For pupils with complex or long-term needs, it's unrealistic to expect ELSA support to resolve all their difficulties. Change is a long-term process that needs everyone's help.

Our ELSA also supports parents with challenges they are facing whether they are in the area of behaviour, relationships, attendance, sleep, eating etc.

Additional Support – Behaviour Expertise

The school employs a full-time SENDCo who is available to advise and support staff and parents with behaviour management. They can:

- Help draft up individual behaviour plans
- make referrals to the East Riding Behaviour Support team
- make referrals to children's centres to help parents enrol on Family Links training
- make referrals to other outside agencies as necessary

Serious Breaches of School Rules

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

All members of the school community have a right to expect that the school is a safe place in which to work and learn. There is no place for violence, threatening behaviour or abuse against any member of this community. In all such cases, the Headteacher, or in his/her absence the most senior member of staff, will follow the guidance as set out in *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DFE September 2022)* and the most up to date version of *Keeping Children Safe in Education (DfE)*.

Serious breaches of the school's behaviour policy could result in either suspension or permanent exclusion.

Serious breaches of the school's behaviour policy would include:

- physical assault against a pupil or adult

- verbal abuse or threatening behaviour, including bringing to school dangerous items or offensive weapons
- bullying
- racist abuse
- sexual misconduct
- drug & alcohol related offences
- damage to school or personal property
- theft
- persistent disruptive behaviour.

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

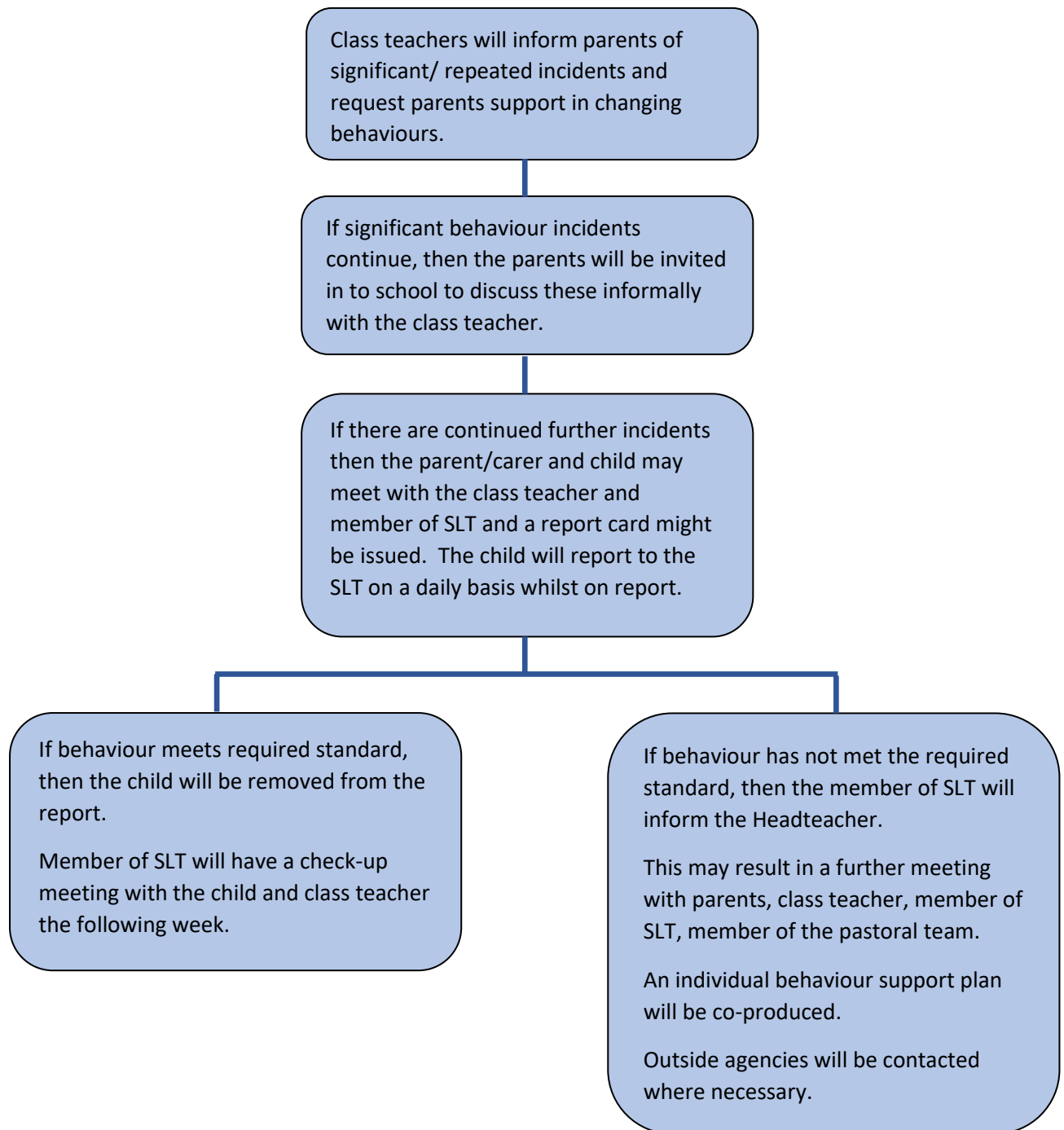
Disability discrimination

The school will not treat disabled pupils less favourably than their non-disabled peers and will make reasonable adjustments to ensure that disabled pupils are not put at a substantial disadvantage compared to non-disabled pupils.

Race relations

The school will endeavour to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people of different racial groups. Racial incidents are monitored by the school.

Working in partnerships with parents/ carers



Note: Although we use a whole-school approach, the steps outlined in the flowchart above may need to be adapted for individual pupils.

