

Abbots Hall Primary Academy



Behaviour & Relationship Policy

Agreed by Governors:

Next Review Date:

Version control

Date	Version no.	Key changes from previous version
3/2019	V1	New policy Appendix 1: Behaviour Blueprint
7/2019	V2	Covid-19 Addendum to the Behaviour Policy
9/2020	V3	Change to reporting incidents on MyConcern
2/2/22	V4	Addition of individual behaviour plans

This Model Policy was released in:	September 2019
School Staff were consulted on the changes to this policy:	July 2020
It was ratified by the Governing Body on:

'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.'

Paul Dix, When Adults Change, Everything Changes 2017

Introduction:

At Abbots Hall Primary our vision is that 'we are all academically, socially and emotionally prepared for our own unique journey'. Our aim is to provide pupils with a safe, caring and consistent environment where they are enabled to develop their own self-discipline - not just blind compliance. It echoes our core values of Confidence, Resilience, Courage, Respect, Compassion and Responsibility and is part of the school's Character curriculum. This policy also reflects our profound belief that pupils learn from making mistakes and therefore our policy focuses on restorative practice; encouraging pupils to become reflective.

Aim of the policy:

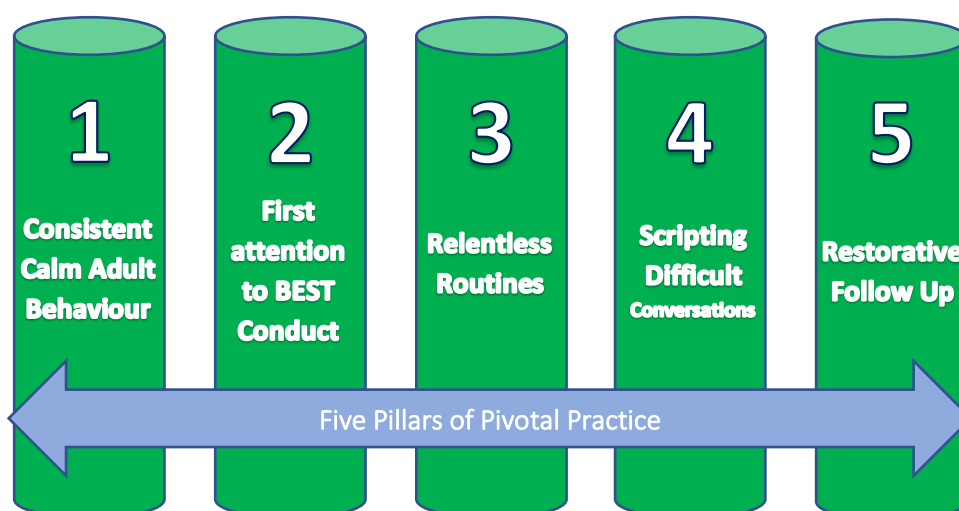
- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy:

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour & Relationships Policy is based on the **Five Pillars of Pivotal Practice** (When Adults Change, Everything Changes – Paul Dix)



Expectations of Adults:

We expect every adult to:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (eg, Recognition boards)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded on My Concern) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Abbots Hall Primary Academy we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a ClassDojo message, a positive note home, a phone call or a face to face chat.

Children who go over and above in the three core rules or school values will receive a badge and message on ClassDojo. Other rewards and recognition of achievement include, stickers, Headteachers sticker awards and a weekly Class Star Award.

Celebration Assembly (Class Star Award)

Our celebration assembly is on a Friday afternoon, where one child from each class will be chosen for Class Star Award. This child will have consistently gone "over and above" in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate. They then take their seat pride of place on "the best seats in the house" for the duration of the assembly and for rest of the assemblies for the following week. These children will attend "Hot Chocolate Friday" which is sharing a hot chocolate and a chat with the Head.

Managing Behaviour

Engagement with learning is always our primary aim at Abbots Hall Primary Academy. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. Practical steps in managing and modifying poor behaviour. Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

'Children don't learn how to behave once. They learn and relearn behaviours with everyone they meet.'

Paul Dix, When Adults Change, Everything Changes 2017



	Steps	Actions
1	Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2	Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think,make the right choice" "think carefully about your next step"
3	Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Abbots Hall, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. <p>For serious breaches at break or lunch times, the pupil will be expected to stay inside or with an adult for the remainder of the break.</p>
4	Cool Off	Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.

5	Repair	<p>Restorative Conversation 5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher).</p> <p>This must be recorded on <i>MyConcern</i> (Behaviour Log).</p>
	<p>Consequence Communication with the parents/carer</p> <p>A formal meeting with SLT and parents/carers</p> <p>Weekly behaviour meeting</p> <p>Exclusion</p>	<p>If a child has two incidents in a week requiring reflection the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged.</p> <p>Children with regular behaviour incidents may require an additional behaviour support plan and will work alongside the Pastoral Mentor.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>A serious breach may lead to a fixed term exclusion.</p>

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT via MyConcern.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language
- Physically striking adults.

Exclusions

Fixed Term Exclusions

Abbots Hall Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best

way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The governors of Abbots Hall Primary Academy agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

'Follow-up means investing time, emphasising the lines of tolerance...'

'It also opens the door for more restorative conversations. For relationships to be built and rebuilt, for respect to grow and for certainty to grow into trust.'

Paul Dix, *When Adults Change, Everything Changes* 2017

Restorative Practice

Abbots Hall Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room (Abbots Hall Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. (Appendix 2 – Restorative Practice approach at Abbots Hall Primary)

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues.

In these cases, the Family Support Officer and Learning Mentor will be involved, as well as Parents. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Reasonable Force

At Abbots Hall Primary Academy staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The

actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. (Appendix 3 - details on the use of reasonable force)

Confiscation of Inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Appendix 1 – Abbots Hall Primary School Behaviour Blueprint



We are all academically, socially and emotionally prepared for our own unique journey.

Visible Adult Consistencies

1. Meet and Greet
2. First attention to best conduct
3. Calm and caring

Rules

- Ready
Respectful
Safe

Over and Above

1. Values
2. Effort
3. Initiative

Relentless Routines

1. Fantastic Walking
2. Legendary Lines
3. Hand signal for stop
4. Eyes on Me

Stepped Sanctions

1. **Reminder** (3 rules) privately if possible
2. **Caution** (outlining the behaviour and consequence)
3. **Last chance** (30 second intervention)
4. **Cool Off** (move to another space/nurture room)
5. **Repair** (Restorative conversation)

Microscript

30 second scripted intervention

- **I have noticed that** you are ... (having trouble getting started, wandering around etc.) right now.
- **At Abbots Hall, we...** (3 rules)
- **Because of that you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **See me for 2 minutes** after class
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)?
- **That is who I need to see today...**
- **Thank you for listening...** then give the child some 'take up' time.

Restorative Conversations

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- How has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Rewarding 'Over and Above'

1. #HotChocFri
2. Weekly Awards
3. Personal Praise Postcards
4. ClassDojo Message

Achieve. Believe. Create...



Abbots Hall Primary Academy

Restorative Practice

Definition:

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Achieve, Believe, Create...

Appendix 3 – Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

What is reasonable force?

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.

Schools do not require parental consent to use force on a student.

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By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

For further detail please see Abbots Hall Primary Academy Positive Handling Policy

Associated resources

- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- <https://www.gov.uk/government/publications/school-exclusion>
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklistfor-teachers>

Legislative Acts

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

During this period, there will be a number of new “rules” that pupils will be expected to follow, and they will be given clear information about new procedures.

Pupils will be asked to follow new procedures in relation to:

- arriving at school and leaving at the end of the day
- following instructions on who they can socialise with at school – children will be expected to stay strictly within the group they are allocated to, and not spend time with anyone from another group
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- following school instructions on hygiene, such as handwashing and sanitising
- expectations about sneezing, coughing, tissues and disposal and avoiding touching their mouth, nose and eyes with hands
- telling an adult if they are experiencing symptoms of coronavirus
- following new rules about sharing any equipment or other items including drinking bottles
- new expectations about breaks or play times, including where children may or may not play
- new rules about lunchtimes in school

Above all, children should demonstrate their usual respectful behaviour towards each other and adults. They should try their best to ensure the health and safety of others by following the teacher’s instructions to avoid unnecessary contact.