POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY

Last reviewed	**November 2022**
Approved by Governing Body	**November 2022**
Review Date	**November 2023**

Aims of Policy

- To maintain a safe, happy, caring school community
- To set out our approach to positive relationships and behaviour management at Ivy Chimneys for staff and parents
- To ensure trauma perceptive approaches are used in our interactions with children

Principles of this Policy

These key principles shape our approach to teaching excellent behaviour and relationships at our school:

- The culture of behaviour is set by the way the adults behave: the role of our staff is to support the growth of children's 'internal discipline'
- We value the positive relationships staff build with children; their visible kindness, consistency and willingness to listen, makes learners feel safe
- We recognise that in order to treat children equitably, the approaches that staff use will need to take into account our knowledge of children's context and background, in line with Trauma Perceptive Practice Principles
- We celebrate positive behaviour choices and excellent role models
- Learners are taught about the impact of their words and actions on others and how to learn from their mistakes
- The support of parents is crucial to improving children's behaviour
- School rules should be simple to understand and follow for every learner
- Teaching excellent behaviour and responding to behaviour that does not meet our expectations is the shared responsibility of all staff
- We communicate and seek support as a staff team and with parents to improve children's behaviour
- Restorative interventions are more likely to improve behaviour than punitive measures
- Conflict resolution is actively modelled and taught at our school
- We ask questions about the triggers and causes of poor behaviour. There are some children whose behaviour communicates an unmet need
- Where children's behaviour does not meet the expectations, we intervene early to help children improve

This policy sits alongside our vision and values, set out in our school prospectus. These can be found on our website along with our other policies.

Ivy Chimneys School Rules

We have 3 simple rules we teach children which represent our relationships and behaviour expectations:

- **READY**
- **RESPECTFUL**
- **SAFE**

READY for learning

RESPECTFUL to adults, other children, the school building and wider community

SAFE environment for everyone

Children learn these rules when they join Ivy Chimneys. Watch the makaton version all children are taught here: https://www.ivychimneys.net/our-school-rules/

The 3 rules are explicitly taught to all children at the beginning of each year and as part of our cycle of assembly themes. They will be referred to when any adult discusses behaviour with a child.

How do children at Ivy Chimneys describe what they have been taught about behaviour?



RESPECTFUL

Sometimes we help sweep up in the hall. It's something called 'o-soji'. We all help keep the school looking tidy and clean



Before you cuddle someone you have to ask. They might not like it



You need to speak other people nicely, if you want people to be respectful back to you and be your friend. If people are being rude or unkind we have to tell someone about it

We never leave rubbish or damage nature when we go to the forest or everything would get spoiled. In every class, we have to recycle

I respect the school's money. I look after the equipment in the classroom and outside. If the scooterboards get ruined, no one will be able to use them. That wouldn't be good for anyone.



In Ash clas we say "Use it, Choose it, Put it Away." That means it's our job to tidy what we get out

I don't push past people. I let them go first. It's just nice manners

SAFE

It's our job to look after everyone. If my friend falls over and hurts themselves, I help them and go with them to the office. If someone was being nasty and they needed help, I would ask a teacher or lunchtime helper.

I use walking feet inside the classroom and remember my kind hands

I only stay on the areas of the playground where we're allowed to go, so adults can see me all the time. Also if I leave the classroom, I never just go otherwise my teacher would be worried.

If I was on the computer and I saw something I didn't like or someone I didn't know was trying to talk to me, I know I've got to speak to an adult. Mum or dad and if I was in school, a teacher.

In Year 3 we learned how to do first aid and all about what to do if there is an emergency



You should be cautious and think about what you're doing. Before you go ahead just stop and say 'Is this a good idea? Could I get hurt? Could someone else get hurt?'

When you do PE you have to join in and warm up. If you didn't, you might strain your muscles

What will staff members do when children aren't following RRS rules?

Children should experience the same listening, calm response and boundaries from every member of staff, inline with their training in Trauma Perceptive approaches:

1. Give clear instructions and reiteration of the rules in an age-appropriate way and on a 1:1 basis. Adults should check that children understand why they are being spoken to and use restorative conversations model (see Appendix A). Staff should always be calm and use the school's de-escalation script if children are angry and/or upset
2. Allow fair opportunity to adjust their behaviour in response to the conversation
3. Positive reinforcement of the child's conscious effort to improve
4. The time between action and the related consequence should be as short as possible
5. Use a behaviour monitoring diagram to ensure effective communication with colleagues

In the following instances, staff will always consult with the Phase Leader, Inclusion Manager, Deputy Head Teacher or Head Teacher (Designated Safeguarding Lead) to improve children's behaviour:

If a child has

- hurt themselves or someone else, deliberately
- used inappropriate or abusive language or behaviour, including harmful sexual behaviour (to, or about another person, including online)
- demonstrated bullying behaviour towards another (see 'Bullying' below)
- been reported to be involved in a prejudice-related incident relating to the protected characteristics: race, faith, sex, sexual orientation, gender identity/reassignment, disability or other discrimination as may be observed
- not responded to repeated interventions aimed at improving lower-level poor behaviour choices

In these instances staff will always communicate with parents/carers to support improvements to a child's behaviour.

Recording, Monitoring and Evaluating Behaviour

All members of staff are responsible for applying the behaviour policy, including reporting their observations to the Senior Leadership Team about: pupils' attitude to learning, respect and general behaviour towards other members of the school community.

Children at our school are actively encouraged to be responsible for and act on behaviour they know does not meet RRS rules, for instance by seeking an adult's support for a peer. As part of cyclical community voice activities (Chatter groups, pupil surveys, parent surveys, staff surveys), we monitor the school community's view of relationships and behaviour, acting on our findings as required.

The Senior Leadership Team record and regularly review behaviour incidents and accidents in order to identify how best to keep all of our pupils happy and safe. In turn, the Head Teacher reports on behaviour half-termly to the Governing Body as part of Safeguarding. It is the responsibility of Governors to monitor exclusions, bullying and prejudice-related incidents. They will also ensure that this policy is administered fairly and consistently.

Interventions to support improvements to behaviour

The following interventions are used at Ivy Chimneys, depending on the agreed course of action (school, parents, child):

Restorative conversations	*Children will have the opportunity to reflect on what the impact of their actions has been and how they can repair this.*
Restorative actions	*Children will have the opportunity to make amends. This might take the form of a verbal/written apology; making up of learning time during their playtime; taking work home to complete; payback (service to the school community)*
Personalised reminder/ reward systems	*Developed collaboratively with children and the adults who work alongside them*
Specific support to develop healthy peer relationships	*eg social stories, conflict resolution, rehearsal, nurture/social group intervention, training for staff/children eg Healthy Peer Relationships*
Detailed pupil behaviour support plan	*Developed collaboratively with children, parents and the inclusion manager*
Specialised external support	*eg Access to Family Support Worker, therapeutic services via Families and Children Support Service (EFSPT), referrals to external agencies*
Non-participation in aspects of school life	*When a child needs further support and practise to follow the RRS rules to keep themselves and others happy and safe*
Positive Handling	*Staff may use physical intervention (positive handling) eg to protect children from potential harm or harming others, inline with the 'Use of Reasonable Force' guidance for education settings. This may be to direct, steer or comfort a child who is dysregulated.*

BULLYING

Bullying is the wilful, conscious desire to repeatedly hurt, threaten or frighten someone else. At Ivy Chimneys we identify bullying as persistent name-calling, verbal aggression, physical abuse, racial abuse, social exclusion, singling out, silent or vocal intimidation, threats, bribery, extortion, taking possessions, spoiling work and belittling. Ivy Chimneys takes bullying very seriously and it will not be tolerated.

We have a separate Anti-bullying policy, available here:
https://www.ivychimneys.net/policies/

TACKLING RACISM, DISCRIMINATION AND MISTREATMENT at Ivy Chimneys

This school is committed to preventing and educating children to take a stand against discrimination, bias, systemic racism, tokensim, unconcious bias and intersectionality in line with the Equality Act (2010) and Keeping Children Safe in Education (DfE, 2021).
Racism and discrimination will not be tolerated at our school. We are currently working with our stakeholders to form an anti-racism statement and policy as a school, due to be published in 2021-22.

Exclusion (Fixed-Term)

On rare occasions the Head Teacher may feel that a child should not attend the school temporarily. Such exclusions will only take place when either a very serious incident has occurred or where long-term poor behaviour is occurring **AND** where the Head Teacher determines fixed-term exclusion as the best course of action to address the behaviour
eg

- Use of abusive racist, homophobic or other discriminatory language or sexualised language where the child is aware of its meaning and impact
- Causing another child significant harm (including emotional, physical, social, racist, sexual behaviour, verbal or cyber, bullying)
- Physically assaulting a member of staff
- Causing permanent damage to the school building and property
- When any other incident of an extremely serious nature has occurred and all parties need a short period to consider the best course of action

At the time of exclusion, the pupil and parent will be invited to a reintegration meeting, where criteria will be set down between the Head Teacher, parent and pupil. There is no parental right to appeal against a school exclusion: the decision of the Head Teacher is final. Further information about Fixed-Term and Permanent Exclusion is linked in the Information section below.

Information about Schools' Right & Obligations relating to Behaviour

Searching, Screening and Confiscation (September 2022)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Use of Reasonable Force (July 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Exclusion (September 2022)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf

Contact

This policy is reviewed annually. If parents or staff wish to discuss the Behaviour Policy, they should contact the Head Teacher or Inclusion Manager to arrange a meeting.

APPENDICES

APPENDIX A: THE 5 STEPS
Our graduated response to behaviour that does not meet RRS rules

	Steps	**Actions**
1	*Reminder*	A reminder of the three rules (ready, respectful, safe) delivered privately. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage by monitoring
2	*Caution*	A clear, verbal caution delivered privately, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase ‘Think carefully about your next step.’
3	*Last Chance*	Privately, give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour choices. Allow time for them to make an adjustment.
4	*Reflection time out*	A short time that you calmly ask children to stop what they were doing and use the time to reflect, somewhere close by. It is a few minutes for the child to calm down, look at the situation from a different perspective and compose themselves. The adult should explain how long the reflection time will be.
5	*Repair*	A restorative conversation held with the child, informally or as a meeting with other staff members. See The Restorative 5 (Appendix B)

APPENDIX B: RESTORATIVE CONVERSATIONS

Principles of restorative conversations to teach behaviour:

- *Adults should take care how they present their view: if you have already decided the outcome of the conversation then, from the child's point of view, discussing what happened is fruitless*
- *Adults should use their knowledge of the child to determine how best to support the conversation eg drawing or writing out steps may help some children reflect more easily*
- *When speaking to younger children and children who need additional support in developing their social and emotional literacy, you may need focus on only the most pertinent questions for the child or incident*
- *Timing is important. If you can see a child is not ready to reflect yet, offer a postponement to the conversation until they are ready to engage with the questions*

The Restorative 5
What happened?
What were you thinking at the time? ***What have you thought since?***
Who was affected and how?
What should we do to put things right?
How can we do things differently next time?