

West Pennard C of E Primary School

Behaviour and Relational Policy

September 2023

Tony Wheat
Headteacher

Sylvia Smith
Chair of Governors

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WEST PENNARD C OF E PRIMARY SCHOOL

BEHAVIOUR AND RELATIONAL POLICY

Our school vision...

***'Since God so loved us, so we must love one another'
(1 John 4 v11)***

Valuing our Christian foundation, we care for each other and our world.

We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.

Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.

We link this policy with our Christian values of:

Truthfulness

Compassion

Friendship

Thankfulness

Respect

Forgiveness

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities and also through restorative conversations.
- To make clear to children the distinction between minor and more serious misbehaviour, which includes online bullying, and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour. To understand behaviour is used as a form of communication and can represent emotional needs.

These aims have been written to reflect our ethos statement which was updated in conjunction with all stakeholders: NB: This is on display throughout the school.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusion from maintained schools, academies and pupil referral units in England

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Behaviour support begins as a mindset and not a list of strategies. Thoughts, feelings and actions are all linked and one will influence the other. Our role at West Pennard is to encourage positive thinking so the child is able to achieve more and succeed, but also to provide a safe environment which provides security, clarity, stability and support. Behaviour is an expression of feelings and needs. When children and young people feel better they will behave appropriately. You cannot think greater than how you feel. The relational aspect is heavily based on training/conference by Marie Gentles OBE – Founder and Director of Magic Behaviour Management Ltd.

'Magic Behaviour Management supports schools, services and families to implement practical, manageable ways to modify behaviour via a bespoke approach which meets the varying needs of children and young people. This preventative behaviour support model is based upon securing the emotional safety of a child/young person. This is achieved by the equal application and implementation of attachment, expectations, rewards, boundaries, language, routine and effect - all elements of containment.'

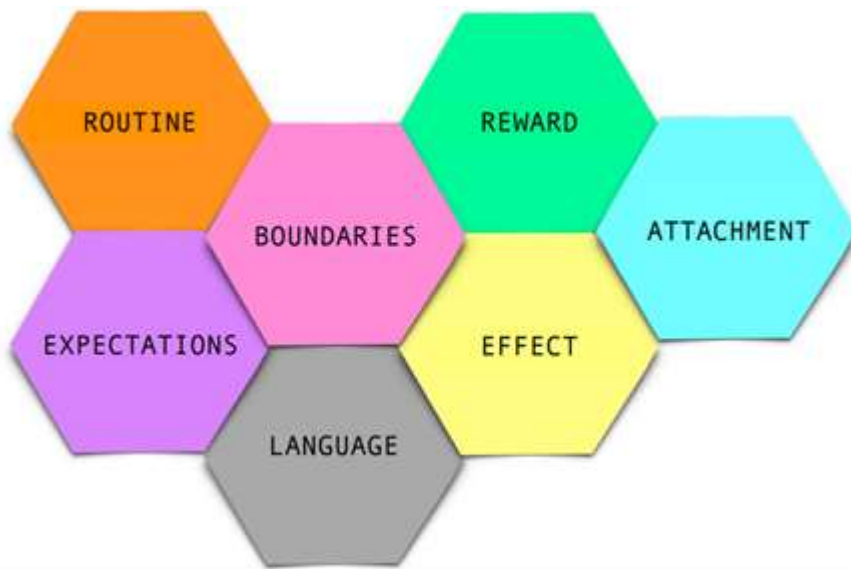
The reason why this is so successful is that you first need to understand behaviour as a communication of an unmet need. Only then when applying the strategies are you meeting that need by securing the emotional safety of the child/young person first. This then becomes both the foundation and a strategy within its self to support behaviours.'

Marie Gentles

Containment (part of feeling safe)








Containment refers to the experience of feeling held and protected. The 'container' is usually the adult (member of staff), supporting the child, who must be aware when they, as an adult, are becoming emotionally 'full.' A change of face (different adult) can be very positive as children are very quick to identify thought voice tone / body language when an adult is emotionally full (which can be linked to challenges/ situations outside of school) and the behaviour/emotions of the child is impacting the adult in a different, more negative way, than usual. When we are emotionally full, it can be more difficult to manage challenging behaviour. This is part of normal, human functioning. Therefore, we encourage our staff to also think and look after themselves and work as a team when other adults are required. Being aware of what 'contains' you, is important – this is your calm mindset, feeling loved and settled.

The Containment Puzzle



Marie Gentles OBE – Founder and Director of Magic Behaviour Management Ltd.

What does containment provide?

	Routine	-	Emotional certainty
	Expectations	-	Emotional security
	Boundaries	-	Emotional safety
	Language	-	Emotional support
	Reward	-	Emotional clarity
	Effect	-	Emotional stability
	Attachment	-	Emotional consistency

Our behaviour support works in a structure of the following:



We understand at West Pennard how behaviour is not linear in terms of improvement or positive, therefore, reasonable timescales and incremental progress needs to be considered. Where possible our aim is to be

preventative, not reactive. However, there will be times when children are triggered quickly and react at speed. Time, practice and patience are of the essence! Points to remember:

- It isn't easy for the brain to go through change – acting from our conscious instead of our subconscious takes time and energy.
- Your brain is designed to take shortcuts and go back to what it knows best, and so is theirs.
- Repetition and consistency strengthen neuro pathways.
- So, no blame, no shame! Monitor incremental progress and maintain consistency. You are making a difference!

Routine: Our school day is partitioned in time with break/ lunch separating parts of the day. Each segment is a fresh start. Repetitive routines are essential - it provides security in knowing what is happening and predictability which gives a feeling of safety. At times some children may need transitional support.

Expectations: Rituals / routines. How are we going to be successful? These are made clear to pupils in terms of behaviour and work expectations. There will also be visual prompts as reminders.

Boundaries: We have consistent boundaries/rules throughout the whole school, so the same message is given by all staff and there is an understanding of what is acceptable and what is not. This helps to keep us safe.

Language: We use language based on emotional coaching and may name their feelings of what we have 'noticed' through their behaviour and 'wonder' what they may be communicating. We will also refer to when they were successful before and how they managed tasks/emotions then, to keep positivity. We often use thank you rather than please – as our instructions are expected to happen or we thank them for listening. We will speak calmly to demonstrate positive role models in managing bigger emotions.

Reward: We have whole school rewards in place or for some children they need it broken down into steps/stages and incremental progress is celebrated.

Effect: Prevention is a key focus. Positivity and appropriate behaviour is promoted and pupils also develop emotional resilience. They develop emotionally and socially.

Attachment: For some children, they will need additional support with attachment and feelings modelled. However, through our Christian Values, all children will develop a sense of belonging within our school community and opportunities to celebrate their own personal successes which have been recognised by others. This may be a personal celebration or in front of the school in Celebration Assembly.

Unless you understand the behaviour first, a list of strategies won't work. The attachment of the relationship between children and professionals is vital, also understanding what your own behaviour communicates. The ability to reflect on behaviour is crucial.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, at break and lunchtimes
- Non-completion of classwork or homework (due to poor choices, even after support given/offered)
- Poor attitude

- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

Sexual comments

Sexual jokes or taunting

Physical behaviour like interfering with clothes

Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

(this is not a definitive list)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

Pupil Code of conduct

- All members of the school community are expected to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are expected to be well-behaved, well-mannered and attentive.
- Children should walk when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation nor cyberbullying. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause harm to another child.
- Children should wear the correct school uniform.

Sensible black shoes (or ankle boots as long as they are plain with no detail e.g. no colourful stitching / laces). Trainers are permitted so long as they are all black with no visible logo. Flat / ballet-style shoes are discouraged. Closed toe sandals are acceptable in the summer

Black, white, navy or grey socks. trainer socks are not acceptable.

Jewellery, with the exception of plain stud earrings or that worn for cultural or religious purposes, is not permitted*. Unusual hair styles such as gelled hair, shaved patterns or dyed hair is not permitted. Temporary tattoos, make up and nail varnish is not allowed.

*children with such jewellery will be asked to make it 'safe' for themselves and their peers when undertaking certain activities e.g. PE. *We expect children to wear the correct PE kit.*

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Rewards and Sanctions

All staff promote positive behaviour through the giving house points to each team or individually. Special 'golden house points' are given to children that demonstrate aspects of the schools Christian Values and are worth 5 team points. We also use a range of stickers and class reward systems which are tailored to the needs of the class.

Positive behaviour will be rewarded with:

- Praise
- Team Points
- Messages home to parents
- Special responsibilities/privileges
- Certificates
- Collection of Gems through demonstrating learning behaviours - specific focus for each half term: Independence, Aspiration, Pride, Collaboration, Creativity, Curiosity.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Being kept in at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters, messages or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil on a 'yellow card' *see behaviour flow chart in the appendix. Children in receipt of a yellow card report to the Headteacher and when the card is spent it is replaced with a good piece of work that the child has produced.
- Pupils may be sent to the Office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Being kept in at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters, messages or phone calls home to parents

- Agreeing a behaviour contract
- Putting a pupil on a 'yellow card' *see behaviour flow chart in the appendix
- Pupils may be sent to the Office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.
- Involvement of external agencies/services where appropriate.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy, low level concerns and whistleblowing policy for more information on responding to allegations of abuse against staff or other pupils.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:

Greeting pupils in the morning/at the start of lessons

Establishing clear routines

Communicating expectations of behaviour in ways other than verbally

Highlighting and promoting good behaviour

Concluding the day positively and starting the next day afresh

Having a plan for dealing with low-level disruption

Using positive reinforcement

Lunchtime Supervision

At lunchtime, the teaching assistants and lunch staff carry out supervision. They can refer to a member of the senior leadership team or the class teacher if necessary. The lunch staff remind the children of the standard of behaviour that is expected.

Repeated minor problems may result in the child being asked to complete a task. This usually takes the heat out of the situation. We encourage that the lunch staff are treated with the respect expected by all adults at West Pennard School. Verbal or physical abuse will not be tolerated. Persistent or serious misbehaviour at lunchtime is brought to the attention of the senior leadership team and the class teacher, as per the Behaviour Flow Chart (see appendix). This can result in loss of privileges and playtimes and the gaining of a yellow card. Parents will be informed and the child may be excluded from the premises at lunchtime for a fixed time should the behaviour persist. This will be followed, if necessary, by permanent exclusion.

We have a list of playground rules which are updated annually and are on display in the playground.

After School Childcare

Additional Note: This policy is reflected in the practice of the school after school childcare club as well.

School Transport

Although the school cannot be responsible for the behaviour of the children on school buses we do expect parents to support our expectations. To assist in the management of behaviour 'bus places' are sometimes allocated on the North Wootton and Pilton Bus routes.

All children must wear the seat belts provided

No children should stand or move seats unless requested to do so.

Children must get on and off in an orderly manner, in year group order, as directed by the staff on duty

The driver must never be distracted by loud or disturbing behaviour.

A procedure for contacting parents will operate if children disregard their responsibilities.

Children must abide by the bus charter code of conduct.

Online Safety

Additional Note: When reviewing this policy, online safety considerations per the e-safety policy have been taken into account.

Physical restraint

If a child violently attacks another child or adult and does not respond to a request to stop/calm down, then intervention is necessary(see restraint policy)*. The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve parents. An incident should be recorded on an ABC Behaviour form (for non-restraint) and discussed with the Headteacher or senior teacher. The Headteacher and relevant staff will work with the parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

The final sanction for extreme behaviour will be to exclude the child for a given number of days. They will only be able to return to school after a 'return to school' interview with the child and parents. The ultimate sanction is permanent exclusion.

Circumstances that staff may use reasonable force to restrain a pupil would be to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parent's Evenings, meet the teacher sessions, parent functions and by developing informal contacts with the school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.

We accept that when discussing issues concerning their children's progress, attainment, behaviour or social and emotional concerns, parents may be anxious and upset. However, staff have the right to be spoken to in a calm and respectful manner. Any parent or carer who becomes verbally or physically aggressive will be asked to leave and the meeting terminated. The Headteacher will then contact the parent or carer to convene a meeting at a mutually convenient time to attempt to resolve the difficulties. As an ultimate sanction the Headteacher has the right to refuse the parent or carer entry to the school site.

Behaviour Folder

This is used to record:

Any incidents of challenging behaviour by a child.

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding
- Online abuse / cyber bullying
- Child on child bullying
- Harmful sexual behaviour
- Prejudice-based / discriminatory bullying

When there is an incident of challenging behaviour, an ABC form (Antecedents, Behaviour, Consequence) should be used, recording all details, and are available from Google Drive.

These should be emailed to the class teacher, so that they can address issues in the first instance. Once a situation has been resolved and necessary action taken, then the form should be sent to the Headteacher / Deputy Head.

Parents are contacted if there has been a serious incident or a recurrent issue and / or if a yellow card is issued. They are not contacted for every incident of poor behaviour.

Incidents of prejudice-based / discriminatory bullying are recorded and a form sent to County. Incidents of this nature are discussed annually at the September Full Governing Board Meeting and recorded and discussed termly via the Headteacher's Report to Governors.

Review

This policy will be regularly reviewed and updated as and when appropriate.

As a school, we follow the policy but are also flexible in our approach to each individual child.

Appendix

