



## HEADLANDS PRIMARY SCHOOL

### BEHAVIOUR AND RELATIONSHIPS POLICY

<b>Date Reviewed (Annual):</b>	April 2023
<b>Reviewed by:</b>	Darren Smith, Head Teacher
<b>Date approved by the Local Governing Body:</b>	
<b>Chair of Governor's signature:</b>	
<b>Renewal Date:</b>	April 2024

# **Headlands Primary School**

## **Behaviour and Relationships Policy**

### **History of Changes**

Policy adopted in July 2020

Policy reviewed in July 2021

Policy review in July 2022

Policy reviewed in April 2023 and changes made to appendices 6, 7 and 8

Policy updated December 2023 – added Zones of Regulation

# Headlands Primary School Relationships Policy

This policy should be read alongside other school policies, in particular Safeguarding, Equality and Diversity, Inclusion, Anti-Bullying and Exclusions and Physical Interventions.

## Introduction

At Headlands Primary School we hold an unconditional positive regard for our children and have high expectations of everyone in our school community. We strive to be a safe, happy and successful community where individuals are welcomed, accepted and valued.

We create 'visible positive consistency' between adults. Visible consistency with visible kindness allows exceptional behaviour to flourish and impacts positively on learning and success in all areas of the curriculum and school life.

A focus on building positive relationships between staff and children builds self-esteem and increases confidence.

All staff in school are good role models to the children and to each other. Staff at Headlands Primary School share an understanding of the language, non-verbal communication and consistent procedures we use to interact with our children, building positive relationships.

## Aims

- to make clear the ethos and expectations of building relationships
- to ensure consistency of the approach to building relationships
- to provide guidance on the systems and processes used to build relationships

## Our Values

At Headlands Primary School, our **DARE** Values are shared by all members of the school community. These are promoted across the school:

- I will show determination in all I do.
- I will try my best to achieve all the learning goals and tasks I am set.
- I will show respect for myself, others and the school.
- I will enjoy my time at Headlands.

## How We Celebrate DARE

When the children in EYFS and Key Stage 1 display the DARE values, they are awarded with a sticker which they can collect and add to their sticker chart. Once their sticker charts are complete, the child is presented with a certificate in our Weekly Award's Assembly.

In Key Stage 2, the children earn house points and work towards collecting a bronze, silver, gold and platinum badge. They are then awarded a trophy.

As a whole school community, the children work in house teams and aim to earn the most house points. Each seasonal term, the house with the most house points will take part in a small celebration event. These houses are also used during our Sports Day and the house who wins are awarded a trophy.

At Headlands Primary School, we award children who demonstrate the DARE values to an exceptional level a DARE Endeavour sticker and certificate.

## **Curriculum (See Appendix 1)**

At Headlands Primary School, we understand the importance of providing an inclusive, engaging and challenging curriculum that meets the needs of all children. By ensuring quality first teaching of the curriculum, in interesting and imaginative ways, we inspire and excite all learners.

Through our PSHE programmes, Jigsaw and Protective Behaviours, we develop our children's understanding about themselves and others enabling them to self-regulate their behaviour and make positive choices.

Through our Character Education, we develop the Virtues of –

## ***Responsibility, Honesty, Respect, Ambition, Curiosity and Gratitude***

### **Meet and Greet**

All staff welcome children into school in the morning with a smile and a 'good morning' and welcome them back into class after lunch with a smile and a 'good afternoon.' Children are encouraged to respond back with a good morning/afternoon too.

### **Calm Corridors**

All staff use the consistent language of 'Calm Corridors.' This means **walk sensibly** and **quiet voices**. Posters, with visuals, are displayed around school to promote this.

Staff model calm corridors and recognise and praise children that are using calm corridors.

### **Recognition Boards**

All staff focus on recognising children that are displaying our **DARE** values and our character virtues of - **Responsibility, Honesty, Respect, Ambition, Curiosity and Gratitude**.

Each classroom has a recognition board and teachers write a focus for the week on the top. Staff recognise when children are showing this positive behaviour by adding the child's name to the recognition board. (An individual recognition board might be used for individual children).

### **Zones of Regulation**

We use Zones of Regulation as a whole school approach to increase children's self-awareness and social and emotional skills. It enables us to have a common language for communication, problem solving and emotional understanding. The aim of the approach is to give the children the skills they need to regulate their own emotions in everyday life.

### **Lunchtimes Companions**

Our lunchtime companions focus on recognising children that are displaying the DARE and character virtues.

Our lunchtime companions support the children to make positive choices over the lunchtime. When children are dysregulated, they support them by looking at the well-being wheel together and seeing what strategies they could try.

### **Restorative Approach**

At Headlands Primary School we recognise that being relentlessly bothered is the key to sustaining and maintaining positive relationships. Behaviour communicates an unmet need. When children are struggling to make the right choice, this will be dealt with calmly, in private using a restorative approach (See Appendix 2 and 3). A restorative conversation is more than just a set of questions. The behaviour of the adult asking the questions is key to the success. All staff will use the same restorative questions to respond (adapting these to the child's individual needs where needed). Staff have these questions on a card on their lanyards:

- 1. What happened?**
- 2. What were you thinking?**
- 3. How were you/how are you feeling?**
- 4. How did this make other people feel?**
- 5. What needs to happen/what do you need to do now?**

The focus will be on the child taking responsibility for their behaviour and recognising how this impacts on others.

On occasions, when children are not able to self-regulate, they will be given the opportunity to reflect on their behaviour in a designated area outside of the classroom. This area will be a zoned area where children can have quiet reflection. An adult will then offer them the opportunity to make a positive choice, using the restorative approach, and then they can re-join the classroom.

If children are still dysregulated, they will be given further time to reflect and reminded that they need to make a positive choice. The phase lead will then have a further restorative conversation at play or lunchtime and record this electronically on Arbor and parents will be informed.

At lunchtimes, the same approach is used by our lunchtime companions and children are given the opportunity to have quiet reflection in the mobile (See Appendix 3).

### **Levels of Support**

Some children need more support than our universal offer which is described above. At Headlands Primary School, all staff have a responsibility to intervene and support children in a suitable way. Therefore, we have a tiered approach to the support the children who need early intervention or strategic, focused support (including that of external agencies). (See Appendix 7)

### **Serious Incidents**

We recognise that on occasions a serious incident may occur and will require a different approach that needs to be dealt with quickly and a senior member of staff informed immediately. We have a clear protocol for dealing with these incidents (See Appendix 8).

### **Social, Emotional and Mental Health Needs (SEMH)**

At Headlands Primary School we have a strong pastoral team that supports children with SEMH needs. Children will have a personalised approach tailored to their individual needs. This will be devised in consultation between staff and parents.

The pastoral team offer a range of support for children and parents including Early Help Assessment, Parenting courses, Draw and Talk, Emotional Literacy Support, Nurture group, Meet and greet, check ins and refocus.

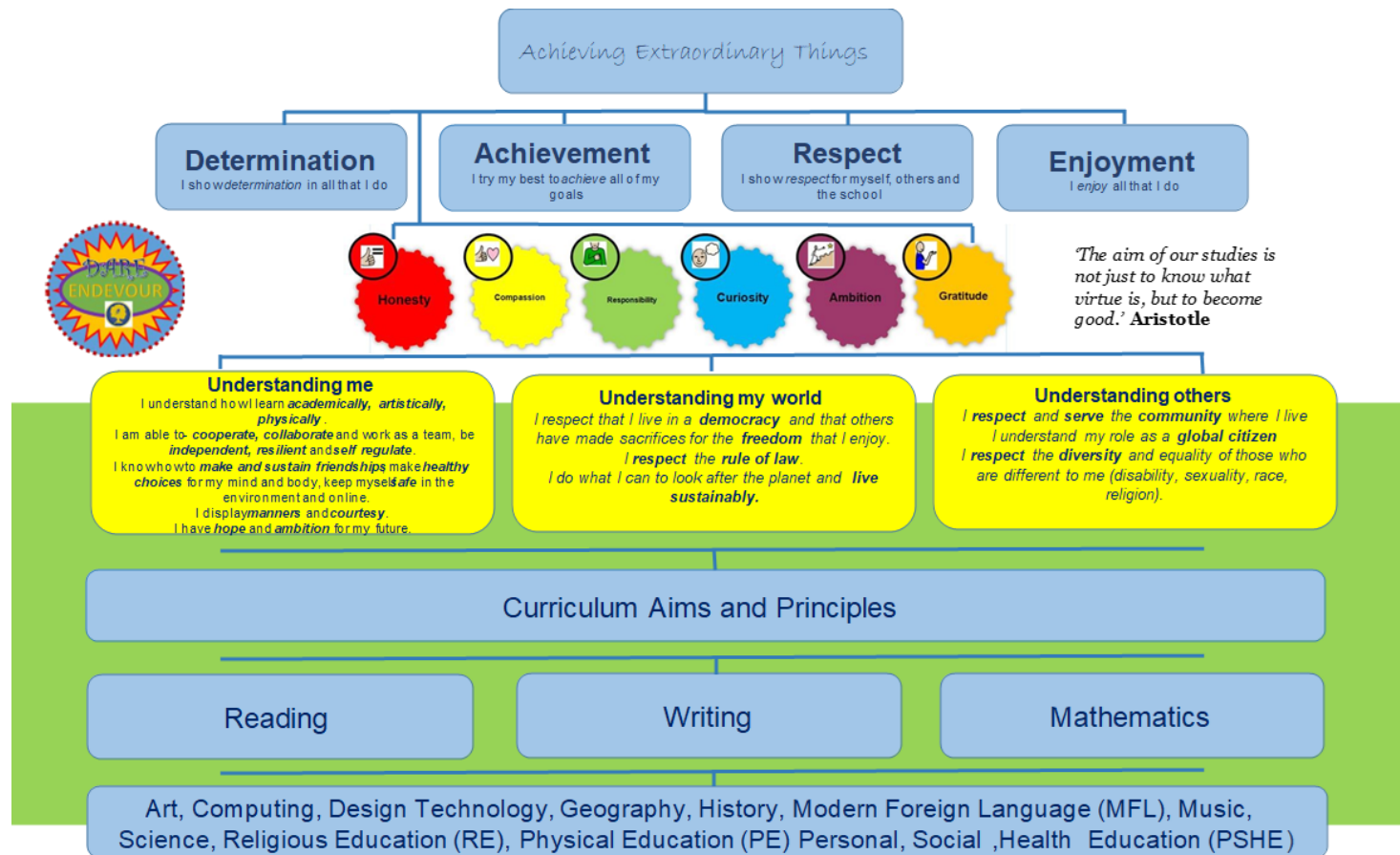
### **Monitoring and review**

The Relationships Policy will be under constant review throughout the school on a class and individual basis. It will be reviewed on an annual basis.

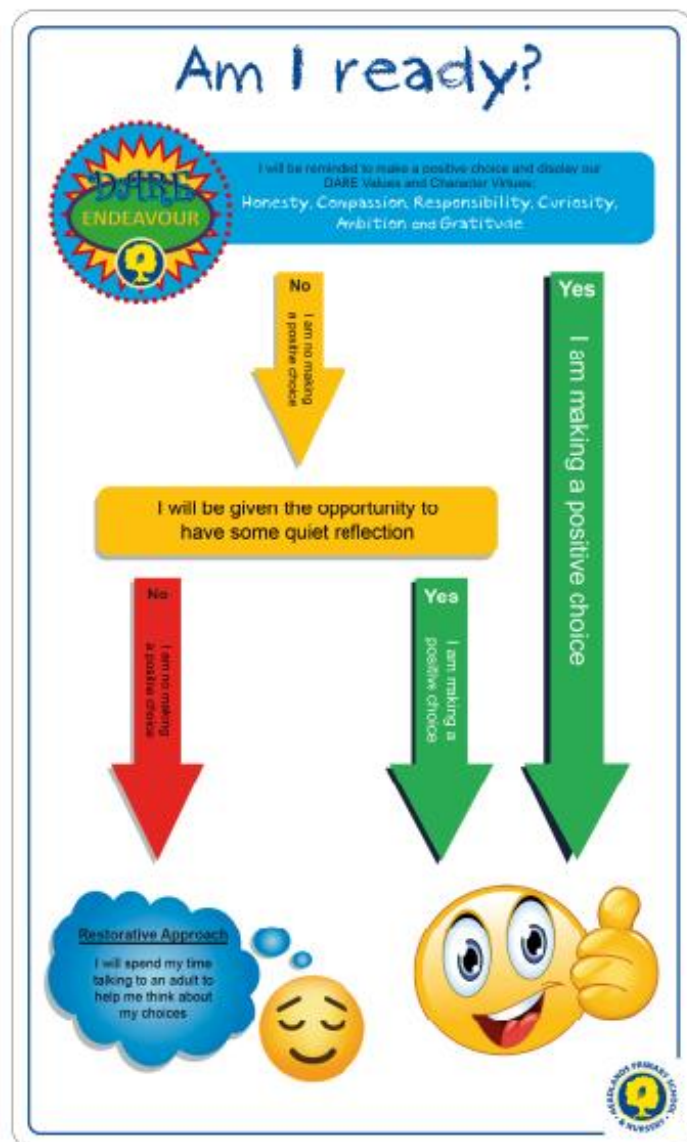
## **Appendix**

- 1. School Vision, Values and Virtues**
- 2. 'Am I ready?'**
- 3. Photo of Well-being Wheel**
- 4. Restorative questions**
- 5. Serious Incidents**
- 6. Levels of Support**
- 7. Behaviour Record Sheets**
- 8. Proactive support plan**





# Am I ready?





## **Restorative Questions**

1. What happened?
2. What were you thinking?
3. How were you/how are you feeling?
4. How did this make other people feel?
5. What needs to happen/what do you need to do now?

### Serious Incidents

We recognise that on occasions a serious incident may occur and will require a different approach that needs to be dealt with quickly and a senior member of staff informed immediately.

Examples of *malicious, intentional and serious inappropriate conduct* are as follows:

#### 1. Child on child Abuse

- **bullying**
- **physical assault against a pupil**
- **racist abuse**
- **verbal abuse against a pupil**
- **sexual misconduct**
- **swearing**
- **online abuse**
  
- **physical assault against an adult**
- **verbal abuse against an adult**

If a child engages in any of the above this will be managed by the Head/ Deputy Head/Assistant Head who will see the child concerned for a **restorative conversation**. A My Concern log will be completed, and this will be categorised. A consequence will also be determined. This will be followed up by a phone call to parents/ carers and the conversation will be recorded electronically on Arbor.

The following consequences might be used;

- Time to reflect with a senior leader – Phase Lead/Assistant Head Teacher/Deputy Head/Head.
- Internal exclusion – time to reflect in another year group in school or with a member of the SLT.
- Internal exclusion in another NPAT school.
- External exclusion – see exclusion policy

#### Definitions

**Child on child abuse** - is any abuse of a child or children that is perpetrated by another child or children. This includes all forms, but is not limited to sexual harassment, sexual violence and abuse (NPAT Safeguarding Policy)

**Bullying** 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

**Racism** 'When someone thinks that one colour or race is better than another, and they treat or mistreat someone based on that belief.'

**Harassment** - 'Unwanted behaviour which someone finds offensive, or which makes someone feel intimidated or humiliated.

#### 2. High level, unsafe dysregulated behaviour

- **Injury to person**
- **Serious damage to property**
- **Serious disruption**
- **Absconding**

Follow the child's proactive support plan. If this is the first incident, then a proactive support MUST be written following a serious incident. The incident will be recorded on Arbor and a record will be kept of the conversation to parents/ carers.

**If a restraint has taken place this will also be recorded on the serious incident form (in the Physical Handling Policy) and then uploaded to the log on Arbor and forms given to Karen Smith (DHT). ALL serious incidents involving restraints are then also recorded in the bound book.**

The Pastoral Team will become involved if they are not involved already, and the school will work in partnership with the parents to support the child.

The following consequences might be used;

- Time to reflect with a senior leader – Phase Lead/Assistant Head Teacher/Deputy Head/Head.
- Internal exclusion – time to reflect in another year group in school or with a member of the SLT.
- Internal exclusion in another NPAT school.
- External exclusion – see exclusion policy

As a last resort and after exploring all avenues of support and intervention a child may be excluded if they pose a significant danger to themselves and others. The Head Teacher has the responsibility for issuing and recording exclusions for individual children for serious acts of inappropriate conduct.

Relationships Levels of Support				
Relationships - What we <u>all</u> do to nurture positive relationships (universal)...				
<ul style="list-style-type: none"> <li>DARE Values/ Character Virtues</li> <li>PSHE curriculum (Jigsaw)</li> <li>Protective Behaviours curriculum (including Network hand)</li> <li>Well-being Wheel</li> </ul>		<ul style="list-style-type: none"> <li>Worry Monsters</li> <li>Meet and greet</li> <li>Open door policy</li> <li>Listening to child's voice</li> <li>Phase leader assemblies</li> </ul>		
<b>All members of staff</b> have a responsibility to model good behaviour, intervene when children are making wrong choices and communicate in the relevant way.	<b>First stage of support</b> (Universal)	<b>Class Teacher responsibility</b> <ul style="list-style-type: none"> <li>Quality First Teaching (chapter 6 SEND Code of practice)</li> <li>Living the relationships expectations (relationships policy including relationship building)</li> <li>Recognition board</li> <li>Reminding children of DARE values and virtues</li> <li>Consistent expectations</li> <li>CT to ensure TAs aware</li> </ul>		<b>Actions</b> <ul style="list-style-type: none"> <li>In the moment restorative conversation (2 choices)</li> <li>Restorative conversations (notable incident)</li> <li>Log behaviour incident on Arbor.</li> <li>Communication with parents/carers (log communication on Arbor)</li> </ul>
	<b>Second stage of support</b> (Early intervention)	<b>Class Teacher</b> <ul style="list-style-type: none"> <li>Work alongside IL to write and implement proactive support plan including strategies/ approaches</li> <li>Support TAs to ensure effective implementation of proactive support plan</li> <li>Home school book</li> <li>Communication with parents/carers (log on Arbor)</li> <li>Request support for further intervention in consultation with strategic inclusion lead (e.g., SENCO/ Pastoral team)</li> </ul>	<b>Phase Lead</b> <ul style="list-style-type: none"> <li>Understanding the needs of children in their phase</li> <li>Solution focused discussions with phase team</li> <li>Meetings with parents/carers</li> <li>Meeting with other staff (e.g., SENCO)</li> <li>Support CT to write and implement proactive support plan including strategies/ approaches</li> <li>Phase lead assemblies</li> </ul> <b>Inclusion/ Pastoral Team support</b> <ul style="list-style-type: none"> <li>Strategic Inclusion Leader</li> <li>SENCO</li> <li>Family Support Worker (EHA?)</li> <li>Nurture Lead - ELSA/ Draw and Talk/Check ins and refocus/ breakfast and lunch time Nurture</li> </ul> <b>Parents</b> <ul style="list-style-type: none"> <li>Sign and support the proactive support plan</li> </ul>	<ul style="list-style-type: none"> <li>Log frequent behaviour incidents on Arbor.</li> <li>ABC Sheets completed by CT/TA (to be given to PL/ SENCO to analyse)</li> <li>Proactive support plans (uploaded to Edukey)</li> <li>IEP (uploaded to Edukey)</li> <li>Log provision on Edukey</li> <li>Assessments e.g., Boxall Profile assessment/ SDQ assessment.</li> <li>In the moment restorative conversation (2 choices)</li> <li>Restorative conversations (notable incident).</li> </ul>
	<b>Third stage of support</b> (Strategic focused support/ external agencies)	<ul style="list-style-type: none"> <li>SLT / FSW/ SENCO</li> <li>Nurture Group (Assessment using Boxall Profile and Measuring what we value)</li> <li>Outside agencies involvement (Jogo/ Educational Psychologist, SEMH Panel)</li> </ul> <b>Parents</b> <ul style="list-style-type: none"> <li>Work with the school and other outside agencies to support the child's needs</li> </ul>		<ul style="list-style-type: none"> <li>Measuring what we value SEMH assessment framework</li> <li>Individual nurture plan – SMART targets.</li> <li>Behaviour risk assessment</li> <li>Risk of exclusion checklist</li> </ul>

Recording Behaviour Sheet

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Name of child –

Date & time	Experience	Behaviour	Response
Additional comments			

Date & time	Experience	Behaviour	Response
Additional comments			

Headlands Primary School & Nursery		
Proactive Support Plan (including Positive Handling Plan if required)		
Name:		Class:
Events and Feelings:		
Behaviours: Intensities		
Low	Medium	High
Responses:		
Strategies/de-escalation techniques (highlight)		
<ul style="list-style-type: none"> <li>Contingent touch</li> <li>Transfer adult</li> <li>Success reminder</li> <li>Distraction</li> <li>Sensory break</li> <li>Humour</li> <li>Voice tone changes</li> <li>Quiet humming or singing</li> </ul>	<ul style="list-style-type: none"> <li>Planned ignoring</li> <li>Use of schedule</li> <li>Controlled choices</li> <li>Non-verbal reminders</li> <li>Use of schedule/ visuals</li> </ul>	
Other responses- Strategies		Other responses- Interventions
Motivators: Rewards/incentives		

<b>Communication:</b>	
<b>Child's trusted adults at school:</b>	
<b>Parent and Carers contribution:</b>	
<b>Plan to be shared with appropriate school staff &amp; parent/carer and reviewed yearly. Plan to be shared with parents after every update.</b>	
<b>Child's Support Team</b>	
<b>Signed – Parent/Carer</b>	<b>Signed – Class Teacher</b>
<b>Signed- Phase Leader</b>	<b>Signed- Class Teaching Assistant</b>
<b>Positive Handling Plan</b>	

<p><b>_____ will only ever be held as a duty of care and as a very last resort (eg. Serious harm to persons)</b></p>	
<p><b>Preferred handling strategies (highlight):</b></p>	
<ul style="list-style-type: none"> <li>• Help hug</li> <li>• Caring C guide</li> <li>• Small child hold</li> <li>• Hold hand</li> </ul>	<ul style="list-style-type: none"> <li>• Single elbow (1 person)</li> <li>• Single elbow (2 persons)</li> <li>• Double elbow (1 person)</li> <li>• Double elbow (2 persons)</li> </ul>
<p><b>Staff involved in the plan:</b></p>	
<p><b>Medical conditions:</b></p>	
<p><b>Recording and notifications required:</b></p> <ul style="list-style-type: none"> <li>• All restrictive physical interventions to be first recorded on a serious incident form and then given to Charlotte Harvey who will record in the Bound and Numbered book with the individual members of staff involved</li> <li>• Serious incident logged on Arbor and MyConcern</li> <li>• Parents notified by a member of SLT</li> </ul>	
<p><b>Plan to be shared with appropriate school staff &amp; parent/carer and reviewed yearly. Plan to be shared with parents after every update.</b></p>	
<p><b>Child's Support Team</b></p>	
<p><b>Signed –</b> <b>Parent/ Carer</b></p>	<p><b>Signed –</b> <b>Class Teacher</b></p>
<p><b>Signed-</b> <b>Phase Leader</b></p>	<p><b>Signed-</b> <b>Class Teaching Assistant</b></p>
<p><b>Signed-</b> <b>DSL (Darren Smith)</b></p>	