



## **The Elms Relationship and Behaviour Policy**

### **Pupil Behaviour and Attitudes: Our Vision and Mission**

#### **Our Ethos**

At The Elms, everyone is responsible for making sure that our school is a happy and safe environment to learn.

We believe that building positive relationships and praise is central to nurturing, engaging and motivating children to reach their full potential inside and outside of the classroom. In order to achieve this, we use the Paul Dix pillars (see below) to create a positive learning environment and support the building of positive relationships through our relational approach and have a variety of praise and rewards for our children.

Our caring and supportive approach to learning is underpinned by our school values and our 'Ready, Respectful Safe' expectations. We believe that our school environment should be supportive, calm and purposeful to enable effective learning to take place so that our children can thrive. Creating model citizens is vital to our community and world's future!

All members of the Elms Family – parents, children, staff, Governors and the wider community – work as a team. We believe that working in close partnership supports all children to demonstrate the learning and social behaviours that we expect. The policy principally relates to children, but it is important to note that the principles set out here relate to positive relationships and behaviour of all.

## Creating a positive learning environment (Paul Dix – The 5 pillars)

The Paul Dix approach focuses on adults and the positive culture they create around school. We follow the 5 pillars:

1. Consistent, calm, adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

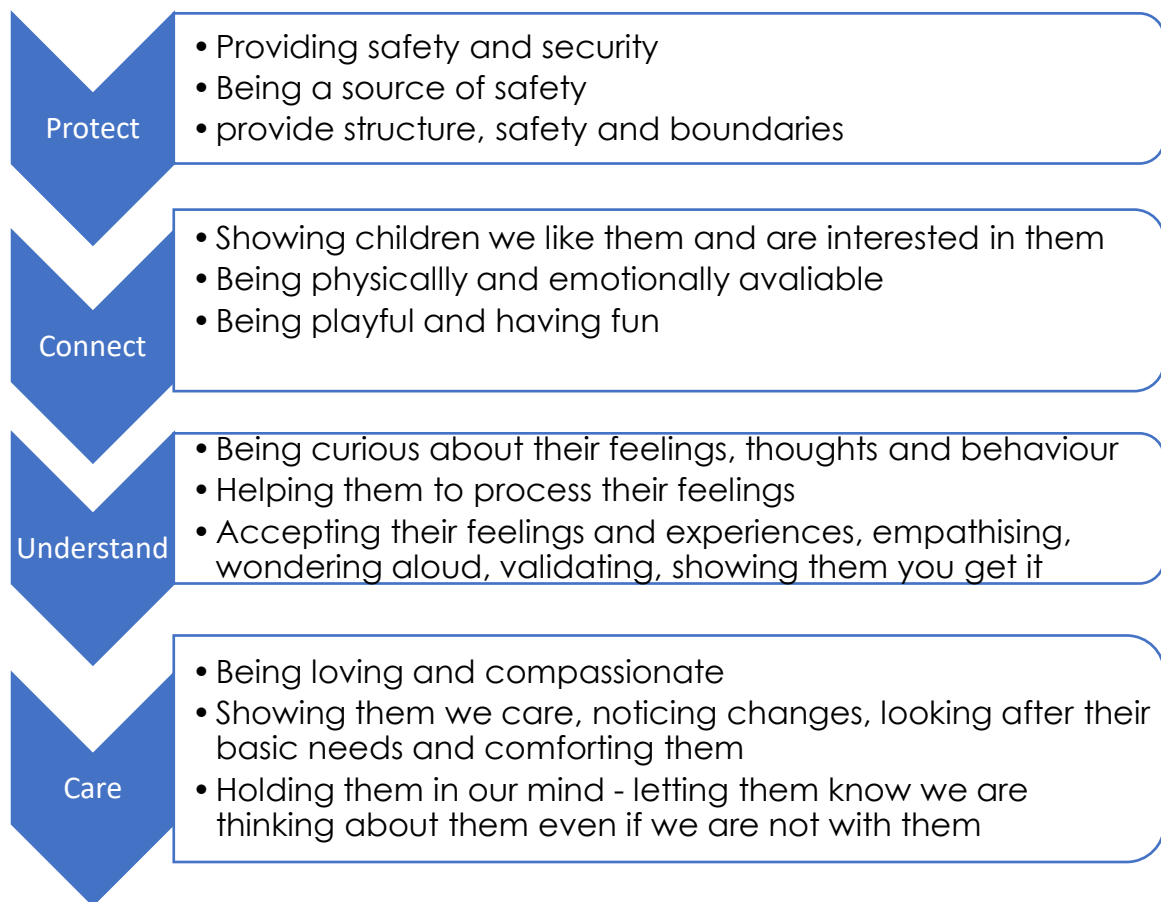
This approach is used by all adults across The Elms Primary School and is revisited by staff at the start of every school year.

<b>The 5 pillars</b>	<b>Purpose</b>	<b>What it looks like</b>
Consistent, calm, adult behaviour	Children need to feel safe and happy	Consistent adult behaviour, emotional control and clear expectations
First attention to best conduct	Children know what behaviour we want to see	Rewards, recognition, praise, motivation, engagement
Relentless routine	Creates a purposeful and safe environment	Routines, follow-up, visual timetables, teacher habits, non-verbal cues
Script difficult interventions	Creates a consistent approach and to find out the reason for the behaviour	Why? Are you ready? Respectful? Safe?
Restorative follow up	Developing relationships, respect and an understanding of feelings	A conversation between the people involved (please see below)

## Building positive relationships

### Providing protection, connection, understanding and care.

At The Elms Primary School, all of our staff are focused on providing nourishing relationships with our pupils. With this ethos, we seek to effectively promote and develop good behaviour and character. Our policy and practice is developed on the following relational approach:



## Celebrating Success

We recognise that In order to ensure that this is embedded as a key aspect of our vision, we have a number of ways for all staff to celebrate and reward children's achievement. Examples are:

- Positive evidential praise
- Team points –
- Ready, Respectful, Safe Champions – voted by children
- Phone calls home
- Best work postcards - given by all staff
- Visiting the SLT office to show their excellent work
- Headteacher awards/stickers
- Elms Excellence stickers
- Bespoke class rewards e.g. Marbles in the jar/Golden time

## **Celebration assembly**

In our celebration assemblies, 'Stars of the Week' certificates are given to one child from every class who have produced amazing work, worked exceptionally hard or really improved on a certain aspect of their learning. All day everyday children are selected by their class and are told why they were selected. Children can showcase pieces of work that they are proud of and talk about their achievements and interests. Presentation of awards from both inside and outside of school activities, are shared with the whole school community. Stars of the term are also celebrated once every term, for children who have gone above and beyond and shown their best behaviour.

## **The Nest**

We recognise that sometimes children have unresolved issues or are upset and need some additional support in order to settle in their learning. The Nest is a supportive space where children can receive nurture support and 'reset time' from our Learning Support Mentor. This room is not used as a sanction, it is a space for children to feel safe and help them to understand and manage their feelings. The Learning Mentors will help them to problem solve and be able to return to their learning. They run intervention groups around communication, self- awareness and social skills. As part of the process above, adults will allow time for restorative conversations with all children in order to explain why their behaviour was unacceptable and how they could have dealt with the situation differently.

## **Mulberry Bush Curriculum**



To support our pupils to develop their emotional, social and learning skills, The Mulberry Bush curriculum focuses learning on self-awareness, self-management, social awareness, relationships skills and responsible decision making.

## **What happens if a child's behaviour does not meet The Elms expectations?**

The Elms Primary School uses positivity and praise to manage children's behaviour. However, where necessary, sanctions may be required to ensure that the school expectations (Ready, Respectful, Safe) are followed and to maintain a safe and positive learning environment for everyone. Each sanction is employed appropriately depending on each individual situation.

Behaviour that is disruptive to other children's learning, includes inappropriate verbal or physical conduct (including racism) or bullying, is not accepted at The Elms. Unacceptable behaviour is managed using the steps outlined below. Depending on the behaviour and/or the individual circumstance,

some steps may not be included, and they may not be used in this order dependent on the incident.

1. Early intervention - explaining to the child why their behaviour (or choices) is unacceptable and what change you are expecting. At this point we try to understand what is causing the behaviour. Usually, two choices are given to the children as well as time to change their behaviour.
2. A second warning – explaining to the child what the positive intervention will be if their behaviour continues. The two choices will be reiterated to them.
3. A positive intervention – Children are asked to move to another place or sometime in a quiet space.
4. Teacher sanction – Minutes taken off their break or lunchtime
5. A reset – Another member of staff will have a conversation with the child about their behaviour and discuss what they will need to do differently.
6. Internal suspensions– The child will complete their work in a different class or room. At this point, parents or carers are always informed.
7. Fixed term suspensions – In very serious incidents, children will work at home for a fixed amount of time

### **Restorative Conversation**

At The Elms Primary School, we strongly believe that although consequences for actions are often necessary, the real learning which actually changes behaviour, comes from a restorative conversation 'What is the reason for the behaviour?'. These conversations do not always happen at the time of the behaviour choice. Where possible, these conversations involve the children and staff involved in the incident. Restorative conversations allow:

- allow a culture of respect and discipline in the school community to be built;
- create an increase in staff confidence to deal with a wide variety of discipline issues including classroom management, bullying and low-level disruptive behaviour;
- empower pupils to take ownership of their behaviour to encourage self-discipline and responsibility to other learners and staff in the school community We place value on allowing children enough time to process their actions, and those of others, and then a restorative conversation will take place.

When conducting the conversations and staff will structure the conversations based on these main questions:

- What happened? Ready-Respectful-Safe?
- What were you thinking at the time?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future to ensure we show our school expectations Ready-Respectful-Safe?

### **De-escalation**

Wherever possible, attempts are made to de-escalate situations before the need for positive handling, (see below) including taking all reasonable steps to reduce the risks to the safety of all involved. Training is be provided to all staff in strategies and approaches for de-escalating challenging situations, and staff should make themselves available to support colleagues when such situations arise.

Examples of de-escalation strategies include (depending on the circumstances):

- Distraction
- Humour
- 'Change of face' – introducing a different adult into the situation
- Withdrawal of other children
- Suggested self-withdrawal by child to an agreed safe place
- Strategic ignoring/time given
- Recommendation of self-soothing strategies

For this to be effective, all of this requires good communication and a shared understanding of the child's needs, as recorded on a behaviour/care plan. It also requires staff themselves to present extreme calmness and positive intent to make the situation safe. The 'PACE' tool can be used by staff: Playfulness, Acceptance, Curiosity, Empathy PACE is a way of thinking, feeling, communicating and behaving that aims to make children feel safe.

The PACE approach
<b>Playfulness</b> This is about creating an atmosphere of lightness and interest when we communicate. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.
<b>Acceptance</b> Unconditional acceptance is at the core of children's sense of safety. Acceptance is about actively communicating to the child that we accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour.

**Curiosity**

Curiosity, without judgment, is how we help children become self-aware, reflect upon the reasons for their behaviour, and then communicate. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

**Empathy**

Empathy allows the child to feel our compassion for them. Being empathic means, we actively show the child that they are important to us and that we want to be with them in hard times.

**Positive Handling**

Where circumstances are such that positive handling is required, the following should be considered:

- Where possible, only staff who have been formally trained by Team Teach can use positive handling approaches
- Staff cannot be compelled to engage in positive handling.
- Initial training will need to be updated periodically to ensure confidence and consistency of practice.
- Be clear (with yourself and verbally with the child) about the reasons for using positive handling, as this will need to be recorded/reported subsequently.
- Ensure positive handling is carried out for as short a time as possible, and does not involve moving a child to another location unless absolutely necessary
- Ideally positive handling will take place in a safe, comfortable, withdrawn location which will preserve privacy and support pupils in calming down later on.
- Pupils requiring positive handling will most likely be in a heightened state of arousal, and as such all investigations of what has happened, and discussions of further consequences should be withheld until after they have calmed down.
- Positive handling will only be used as a last resort to keep staff and pupils safe.
- Using positive handling is an extremely sensitive, demanding and potentially dangerous experience for staff and pupils, and support from school

leadership should be routinely available to all involved in following up situations where such force has been used to debrief staff effectively.

- The need for positive handling is normally very rare, and school leaders should be proactive in identifying where emergency procedures are becoming normalised and where pupils' behaviour/care plans and risk assessments need to be revised in order to reduce the need for positive handling. Furthermore, the following are the key requirements of this policy:
- Positive handling must not be used as a sanction, but as a means of making a situation safe. A child must not be held for any longer than is necessary to make the situation safe.
- When a child is being held or moved, steps must be taken as quickly as possible to ensure more than one adult is present, in order to support the colleague who is using positive handling approaches, as well as to monitor the safety of all those involved.
- Where a pupil involved has SEND, schools must ensure reasonable adjustments are made to the use of positive handling, and consideration given to the effects on the child of these approaches.
- All positive handling incidents must be recorded (on CPOMs), setting out
  - (a) the antecedents for the behaviour,
  - (b) the behaviour which was being exhibited by the pupil which required positive handling, (c) the positive handling approaches used, including how firmly and for how long
  - (d) the effect on staff and pupils involved,
  - (e) how the matter was resolved.
- All positive handling incidents must be reported to parents/carers, including all the information recorded within the school's system, in a timely and transparent manner. Data on the use of reasonable force will be collected during the year and used to support schools in reducing the need for physical intervention wherever possible.

## **Exclusions**

The following statements are made in accordance with the full guidance found in Exclusion from maintained schools, academies and pupil referral units in England (DFE, 2017), which is the key point of reference for all schools in handling exclusions. Forms of Exclusion There are only two recognised forms of exclusion:

- Fixed-term (up to a maximum of five days, and no more than 45 days in one academic year), whereby a child must remain at home during that period or be educated temporarily in another school, and
- Permanent

Decisions on Excluding pupils Decisions about whether to exclude a pupil rest only with the Head of School. While there is no definitive list of reasons to exclude, the guidance on permanent exclusion is also useful for fixed-term exclusions, whereby a child can only be excluded:

- 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. Heads of School may take into account behaviour at school or outside of school when making decision around exclusions. It is important that, where possible, a pupil's voice is heard before the decision is taken to exclude them.

Decisions on exclusion should also take into account pupils' age, developmental stage and any additional needs – pupils from vulnerable groups are statistically more likely to be excluded – not as a reason not to exclude, but in considering whether these needs are being (or can be) effectively met within the school. Support with making the decision whether or not to exclude is available from Trust officers or from the Local Authority Inclusion Officer. The

#### Process of Excluding pupils

The DFE guidance is clear on this point and this legal framework must be included in the school's policy and must not be deviated from. Many exclusions are overturned on appeal because procedures were not followed. All exclusions must be recorded in full on pupils' records (including BromCom and CPOMs) and data on this will be collated by Trust officers in order to support schools in reducing the need for exclusions of any kind. Where exclusions have occurred as a result of harm caused to other pupils, it is important for schools to sensitively communicate with any other pupils' parents/carers about their actions taken, including the decision whether to exclude a pupil or not. Schools must inform the Trust when there has been an exclusion and must also report exclusions to the LA using the appropriate online forms.

#### **Re-integration after Fixed-Term Exclusions**

On the first day after a fixed-term exclusion, parents and pupils must be invited to attend a re-integration meeting, in order to:

- reflect on the reasons for the exclusion
- create or update a behaviour/care plan and/or risk assessment for the pupil - plan for the pupil's reintegration, including any necessary adaptations to the timetable or curricular provision, so that the risks of repeated exclusion are minimised.
- enable or plan for any restorative approaches to take place If parents/carers are unable to attend this on the first day the child may return to the school, but a full meeting should be arranged within five working days. Attendance from external agencies (Educational Psychologist, Behaviour Support, Inclusion Officer, etc.) may be sought in order to support the re-integration meeting. Alternatives to Permanent Exclusion Where a child has had repeated fixed-term exclusions, or is at risk of permanent exclusion, alternatives should be sought wherever possible, including:
  - temporary adaptations to timetables or curricular provision - temporary alternative provision procured from another provider.
  - temporary adjustments to staffing ratios (e.g., key worker support.)
  - managed move to another school.

All of these decisions should be made in partnership with pupils, parents and external agencies. Trust officers are available for support in considering alternatives to exclusion. Permanent Exclusion When a child has been permanently excluded, as well as the duties to inform parents, the Local Authority and the school's Local Governing Board, schools must also inform Trust officers so that they can provide support to schools as appropriate. Please remember a Fixed Term exclusion cannot be converted to a Permanent Exclusion. For more on the on Permanent Exclusion, which apply to all schools, see Oxfordshire County Council Website. Appeals In accordance with DFE guidance, responsibility for reconsidering a permanent exclusion sits with the Local Governing Board. While Trust officers will only become involved with appeals if parents make a formal complaint in accordance with our complaints policy.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. If necessary, changes will be made to our behaviour policy to meet the specific needs of each individual, for example due to possible additional learning needs or an individual's home circumstance. Detailed behaviour plans or alternative processes may be required to provide appropriate support to children showing more challenging behaviours. This policy is based on building positive relationships and, as such, children needing additional behaviour support will be encouraged to meet the behaviour expectations

of the school with support of parents, staff and, where necessary, external agencies

Behaviour is everyone's responsibility, and we are all jointly accountable for the promotion of positive behaviour throughout the school. All staff follow the behaviour policy and are encouraged to seek support where needed.

The policy follows the recommendations and guidance set out by the Department of Education: Behaviour and discipline in schools guidance January 2016 and follows the Faringdon Learning Trust behaviour principles.