Hookstone Chase Primary School

Positive Relationships and Behaviour Policy 2021

Date policy last reviewed: September 2021

Signed by:

Vivien Watson	Headteacher	Date:	September 2021
Craig Goold	Chair of governors	Date:	September 2021

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Statement of intent

At Hookstone Chase, we believe that the foundation of excellent behaviour is strong, reciprocal relationships. We are committed to ensuring that relationships between our staff team and our pupils are secure and that all our children feel championed, valued and that they are valuable members of our community.

We believe that, in order to facilitate teaching and learning, we must have high expectations of pupils conduct and attitudes to learning.

We acknowledge that poor behaviour can sometimes be the result of educational needs, mental health issues, or other vulnerabilities, and we will address these needs via an individualised graduated response.

We are committed to:

- Understanding that all behaviour is communication.
- Nurturing our children.
- Promoting desired behaviour by modelling emotional regulation
- Promoting self-esteem, self-discipline, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and acknowledging appropriate behaviour as it happens.
- Being non-confrontational with pupils.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents and families including fostering relationships where we can have open and honest dialogue.
- Developing positive relationships with pupils to enable early intervention by better understanding their needs.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Championing children's rights and individual needs.
- Using calm approaches to managing behaviour
- Using restorative approaches to help children reflect on behaviour and teach better strategies.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy: Pupils
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Drug and Alcohol Policy
- Positive Handling Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- Determining the school rules and any disciplinary sanctions for breaking the rules.

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- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the Pastoral Leader, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths an areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO
  - Headteacher

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- Subject leader

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and supporting all pupils to do so.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour and regulation of their own emotions.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Supporting each other to make sensible choices.

Parents are responsible for:

- the behaviour of their child(ren) inside and outside of school.

3.   Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent– behaviour consequence (ABC) analysis to determine appropriate support – this involves:

Antecedent **(A):** what happens before the behaviour occurs.
Behaviour **(B)**: the behaviour that occurs.
Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

What appears to be the underlying cause of the pupil's behaviour?
Where and when does the pupil display this behaviour?
What are the triggers of the behaviour?
What acceptable behaviour can the pupil use to ensure their needs are met?
What strategies can be implemented for behaviour change?
How can the pupil's progress be monitored?

A 'Positive Behaviour Contract is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed regularly by the parent/s / carer/s, pupil and their teacher – the contract will be reviewed and amended sooner if it is not effective.

4. Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and families and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

Welcoming pupils as they enter the classroom.
Ensuring pupils understand what is expected of them.
Creating a positive environment where every pupil feels comfortable and respected.
Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
Engaging with pupils during lunchtime and breaktime.
Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.
Always modelling the behaviour we want to see in children.
Not shouting as a form of discipline
Not using sarcasm or unkind comments
Avoiding a negative tone as a means to challenge poor behaviour

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

Acknowledging and giving praise when a pupil demonstrates good manners.
Encouraging pupils to treat others with respect by modelling the desired behaviour.
Informing pupils of the importance of treating others the same way they like to be treated.
Role-playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
Establishing that pupils understand manners and behaviour that are expected of them in order that they can then display those behaviours themselves.
Teaching pupils different ways of showing respect to each other, e.g. writing thank you notes.

We aim to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

We aim to promote resilience as part of a whole-school approach, using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing and enhance the school's values of being kind, being together, being healthy, being adventurous and being our best.

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Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

Teaching in all aspects of the curriculum and in particular in PSHE and Collective Worship
Positive classroom management
Developing social skills
Working with parents
Peer support
Nurture

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

5. Effective classroom management

The school understands that well-managed classrooms:

Start the year with clear sets of rules and routines that are displayed prominently and understood by all pupils (class charter).
Establish agreed rewards and positive reinforcements that are mainly intrinsic in nature.
Establish and share routines for managing poor behaviour.
Ensure all children understand how behaviour is being managed and why it is being managed that way
Encourage respect and development of positive relationships.
Make effective use of the physical space available.
Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct which requires pupils to:

Conduct themselves around the school premises in a safe, sensible and respectful manner.
Arrive to lessons on time and fully prepared.
Follow reasonable instructions given by staff.
Behave in a reasonable and polite manner towards all staff and pupils.
Show respect for the opinions and beliefs of others.
Complete classwork as requested.
Report unacceptable behaviour.
Show respect for the school environment and values.

Routines

We understand that pupils work best when there is an established routine, and that some behavioural problems arise as a result of a lack of a consistent routine. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily. Routines may include activities such as the following:

Entering the classroom when the teacher feels they are ready to and after a personal greeting
Sensibly handing out exercise books and pens/pencils at the beginning of the lesson
Producing neatest work and caring for books and classroom environment
Putting chairs on top of the desk at the end of the day

Once a routine has been established, the teacher models this for pupils to ensure they understand it. Routines are explained to cover staff by the teaching assistants so that they continue in the class when the normal class teacher is not present.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

Seating those who frequently model poor behaviour closest to, and facing, the teacher.
Seating those who frequently model poor behaviour away from each other.
Where appropriate, change an established seating plan in order to support children with their relationships and interactions.
Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Explicit Praise

We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

They explicitly define the behaviour that is being rewarded.
The praise is given immediately following the desired behaviour.
The way in which the praise is given is varied (verbal and non-verbal).
Praise is related to effort, rather than only to work produced.
Perseverance and independence are encouraged.
Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour need to be recognised.
Praise that is given is always sincere and is never followed with immediate criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

We understand that sometimes when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that rewards need to be:

Immediate – immediately rewarded following good behaviour.
Consistent – consistently rewarded to maintain the behaviour.
Achievable – keeping rewards achievable to maintain attention and motivation.
Fair – making sure all pupils are fairly rewarded.

The school uses three different categories of rewards – these are:

Social – praise and recognition, e.g. a well done chat or a positive phone call or email home.
Physical – material rewards, e.g. tokens, stickers or certificates.

Teachers may implement different types of rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

Tokens and stickers
Raffle tickets
Certificates
Positions of responsibility, class helper etc
Class celebrations
Lucky dips
Phone calls and emails home
Special privilege, e.g. non-uniform privilege

6. De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

Appearing calm and using a modulated, low tone of voice
Using simple, direct language
Avoiding being defensive, e.g. if comments or insults are directed at the staff member
Providing adequate personal space and not blocking a pupil's escape route
Showing open, accepting body language, e.g. not standing with their arms crossed
Reassuring the pupil and creating an outcome goal
Identifying any points of agreement to build a rapport
Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"
Acknowledging a child's feelings and offering help, even if the child is presenting with inappropriate behaviour or language. For instance, 'I can see and hear that you are really

upset and I want to help you feel better. Shall we sit down and talk about how you are feeling?'

7. Nurture

We understand that there needs to be careful consideration in how we manage children's social, emotional and behavioural needs, especially after the disruption to their education because of Covid 19. We manage the needs of our school community by focusing our energies on being a trauma informed school that is expert in managing the needs of children who have experienced adverse childhood experiences (ACEs).

To do this all staff have accessed training on ACEs and the school's approach to behaviour and relationship management will be to adopt the Six Principles of Nurture:

- Learning is understood developmentally
- The schools offers a safe space for the whole community
- We understand the importance of nurture for well-being and self-esteem
- We understand that language is a vital means of communication
- We understand that all behaviour is communication
- We understand the importance of transition for all children

Nurture dog

Otto is our school nurture dog. He comes in to school each Friday to work with individual children or small groups to help them with a range of social and emotional skills, including being kind, turn taking, showing empathy and managing anxiety. The interventions with Otto are not rewards but are designed specifically to support children who are struggling with their social, emotional and mental health strategies.

Positions of Responsibility

Throughout the academic year there will be a number of roles on offer for children to apply for. These roles are designed to encourage our children to behave responsibly, model excellent behaviour and attitudes and support school leaders in improving the school.

Each year children in year 6 will be able to apply for roles such as Head boy and Head Girl (and Deputies).

Other year groups in key stage 2 can apply for positions in the School Council, prefect roles and Playground Buddies. Other roles will be on offer throughout the year as appropriate. Each class will elect their own class helpers.

At any point, poor behaviour could lead to postions of responsibility being taken from the children and this will be explained in a sensitive manner by the class teacher or Headteacher.

8. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

We have a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present. The staff member will store the sample the school safe. The incident will be reported to the police immediately. The police will then collect the sample and deal with it in line with their agreed protocols. The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

9. Prohibited sexual harassment

We prohibit all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements

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- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet or email
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

We will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

We will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

10. Items banned from the school premises

The following items are banned from the school premises:

- Fire lighting equipment:
  - Matches, lighters, etc.
- Drugs and smoking equipment:
  - Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs)
  - Alcohol
  - Solvents
  - Any form of illegal drugs
  - Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
  - Knives
  - Razors
  - Catapults
  - Guns (including replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded arm bands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
- Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hairspray

Senior members of staff can use their power to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff where possible, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

We are not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil. The headteacher will always be notified when any item is confiscated.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

11. Intervention

In line with the school's Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

A pupil attacks a member of staff or another pupil
A pupil tries to, or does, conduct deliberate damage or vandalism to property
A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others

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A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
A pupil is behaving a way that is seriously compromising good order and discipline
A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

Knives
Weapons
Illegal drugs
Stolen items
Tobacco and cigarette papers
Fireworks
Pornographic images
Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in this policy, reasonable force will only be used, if necessary, to search for the items listed above. Any physical intervention used will be conducted in line with the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil's parents will be contacted.

Any violent or threatening behaviour will not be tolerated and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion in line with the Exclusion policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

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Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals

1 _____

2 _____

3 _____

To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____

When I demonstrate challenging behaviour, you can help me by:

1. _____

2. _____

3. _____

These are the consequences if I don't meet my goals:

_____

_____

_____

These are the rewards if I meet my goals:

_____

_____

_____

My contract will be reviewed on: **date**

Pupil   signature: _____Teacher   signature:
_____

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