

# Behaviour and Relationships Policy

Date of Policy Approval: 21<sup>st</sup> September 2023

Owner of Policy: Principal

Authorised By: Local Governing Body

Policy Review Date: September 2024

Distribution: All teachers and school leaders

## UN Convention on the Rights of the Child:

### Our key articles:

[Article 12](#) – Every child has the right to express their views and wishes in all matters affecting them and to have their views considered and taken seriously.

[Article 13](#) – Every child must be free to express their thoughts and opinion and to access all kinds of information, as long as it is within the law.

[Article 19](#) – Every child has the right to be protected from being hurt or mistreated, physically or mentally.

[Article 28](#) – Every child has the right to a quality education. Discipline in schools must respect children's dignity and their rights.

[Article 29](#) – Education must develop every child's personality, talents and abilities to the full. It should help them live peacefully, protect the environment and respect other people.

[Article 31](#) – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**‘Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.’**

**Dr. Dan J. Siegel**

### **School Vision for Behaviour and Relationships**

At Stanley Grove Primary Academy is a nurturing school that prioritises building positive relationships between all members of our school community. We believe everyone can learn to regulate their behaviour and we respond to the individual needs of children. We encourage reflective thinking, model restorative approaches and work together to end prejudice in all forms. As a Rights Respecting School, children are empowered to share their views and adults to uphold children’s right to safety.

### **Who is the Policy for?**

The policy is for all staff, pupils, parents/ carers, governors, volunteers, visitors and partner agencies working within our school. It provides guidelines and procedures as to how our school supports and responds to behaviour and maintains relationships.

**Link Policies detailed below can be found by visiting**

<https://www.sgpa.bright-futures.co.uk/our-school/policies-and-procedures/>

- Child Protection and Safeguarding
- Special Educational Needs and Disabilities
- Exclusions
- Anti-Bullying
- Reasonable Force
- Anti-Bullying
- Student Mental Health and Wellbeing
- E-safety

### **Policy Aims and Objectives**

Stanley Grove Primary Academy has high expectations of children’s learning and behaviours. The emotional wellbeing of both adults and children is a priority, as we believe learning cannot take place unless an individual feels secure and valued.

#### **Aims:**

1. Children are nurtured and relationships valued
2. Poor behaviour does not prevent learning
3. School offers a safe space
4. Adults acknowledge all behaviour is communication
5. Adults develop children’s self-worth, self-discipline, and sense of responsibility
6. Repair is done through Restorative Approaches

### **Roles and Responsibilities**

**All staff-** responsible for modelling behaviour and developing strong relationships with pupils and parents/ carers. Upholding the principles of the policy.

**Principal-** responsible for setting culture and vision. Designing and implementing the policy. Providing staff with training and support. Communicating the policy to parents and pupils. Monitoring its implementation, impact and effectiveness.

**Senior leaders-** support the Principal with the above actions. Supporting persistent or severe behaviour within their linked phase.

**Class Teachers-** responsible for writing the class charters and maintaining positive culture in classrooms . De-escalation of minor behaviours. Restorative approaches to repair relationships. Seeking support from colleagues and senior staff where necessary.

**SENCo-**responsible for supporting staff to make adjustments for pupils with SEND. Carrying out observations and suggesting strategies. Prioritising for interventions and specialist assessment.

**Governors-** review culture and policy. Analyse data, providing challenge and support.

### Staff Training

All new staff receive training upon induction. For existing staff bespoke training is offered based upon needs. The policy is reviewed annually, and all staff included in an annual refresher as the minimum.

### Behaviour Expectations

#### Core Values

Our approach is founded on the following three core values:



**Respect**



**Kind**



**Safe**

Respect- we show care for others and things

Kind- we act with kindness

Safe- we always behave in a safe way

Staff explore these with pupils both through the taught curriculum and also through day-to-day conversations. When challenging unacceptable behaviour, adults will link to the core values.

For example:

'Please walk. We always behave in a safe way.' 'Is running inside being safe?'







'Those were unkind words you used. We always act with kindness.' 'Remember, kind hands.'

'Dropping litter is not being respectful of our school.' 'We listen when someone else is talking. That is showing respect.'

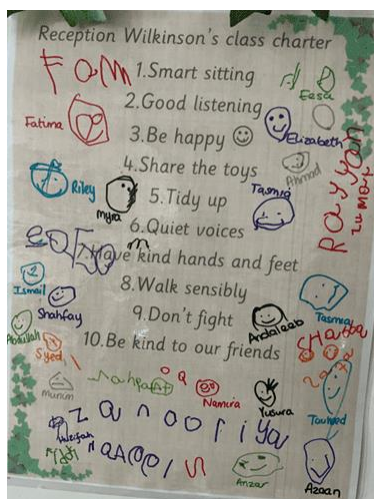
## Charters

### Stanley Grove Wellbeing Charter

#### Rights & Nurture

31	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.  The importance of nurture for the development of self-esteem
12	Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.  All behaviour is communication
13	Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.  The importance of transitions in children's lives
19	Every child has the right to be protected from being hurt or mistreated, physically or mentally.  The school offers a safe base
29	Education must develop every child's personality, talents and abilities in the full. It should help them live peacefully, protect the environment and respect other people.  Language is an important means of communication
28	Every child has the right to a quality education. Discipline in schools must respect children's dignity and their rights.  Children's learning is understood developmentally

Our whole school charter reflects our identity as a Nurture and Rights Respecting school. It details the rights that are to be promoted and respected in and around our school and the Principles of Nurture. This charter is the basis for adult- child conversation about behaviour and relationships.



We want our class to be....	We have the right to...	Which means we...
Clean and tidy	A clean environment (24)	Are helpful and keep our classroom tidy and smart
A calm, purposeful and kind place to learn	Express our views (13) A good quality education (28)	Act in a mature manner, and make kind and positive choices about how we behave
Ready to learn and be responsible	Develop to our full potential (6)	We are always prepared and act respectfully to each other
An exciting place, where we find solutions	Activities to develop our personality, talents and abilities to the full (24)	Listen well, try new things and work together
Educated and knowledgeable	A good quality education (28)	Work hard and respectfully in class, at home and be respectful to each other

Each class also creates their own class charter. Adults and children agree to respect the chosen rights for themselves and others with their behaviour. Class charters are shared with parents at the beginning of the year. The charters are used daily to promote and remind children of how they can show respect for their rights and for the rights of others so that all children have the best chance to do well in school. The charters are shared with new pupils as part of their induction.

*See Appendix 1 for whole school charter.*

### **Rewards**

We recognise and reward examples of good behaviour and provide positive reinforcement to support children's learning. Children may be rewarded in any of the following ways:

- Verbal praise
- Individual Dojo points
- Individual stickers (EYFS and KS1)
- Individual awards in praise assembly e.g. House, Head of School, Rights Respecting
- Whole Class rewards (jointly earned using a 'marbles in jar' approach)
- Whole school rewards e.g. Bee Here to Bee Brilliant Attendance Reward Day

### **Nurturing and Restorative Approaches**

All staff will use a range of de-escalation techniques to support a change in behaviour before it escalates.

*See Appendix 2 for further guidance.*

### **Emotion Coaching**

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. All members of staff must follow the four-step procedure, when needed, to develop emotional resilience, empathy and problem-solving skills within pupils.

Steps of Emotion Coaching:

- Step 1 – Recognising the child's feelings and empathising with them
- Step 2 – Labelling the feelings and validating them
- Step 3 – Setting limits on the behaviour (if needed)
- Step 4 – Problem solving with the child

### **Support**

Pupils may be supported by an SEN Keyworker. A wide range of interventions are used to support children with their behaviour and relationships including:

- Boxhall Profiles and associated interventions
- Zones of Regulation Groups
- Nurture Groups
- Forest School
- Pastoral Support Plans

### **Zones of Regulation**

In KS1 and 2, the Zones of Regulation are used to provide a common language to staff and pupils for discussing emotional regulation. They teach children to understand how a physical feeling relates to an emotion. The Zones of Regulation uses four colours to help children self-identify how they are physically feeling and categorise it based on colour.

- **Green Zone** – a calm state of alertness
- **Yellow Zone** – a heightened sense of alertness
- **Red Zone** – an extremely heightened state of intense emotions
- **Blue Zone** – a low state of alertness of arousal
- 

Staff use a range of strategies in place to support children to return to the green zone.

### **Restorative Approaches**

Restorative Approaches is based on three main principals:

1. Respect for one another's views and perspective.
2. Taking responsibility for your own actions.
3. Developing the skills to repair relationships, solve problems, and undo harm.

They seek to make individuals feel:

- Safe
- Valued
- Heard
- Included

Developing, practising, and embedding these skills will provide positive learning experiences for later life.

### **Incidents**

Specific incidents are resolved in a 'repair meeting'. This is a structured 'Restorative Approaches' conversation between the individual(s) involved and a member of staff. This conversation may also take place between just a staff member a pupil if there were no other individuals involved.

Here, the focus is on:

- exploring what each person thinks and feels;
- understanding the impact on the other person;
- taking responsibility;
- doing what's needed to repair and move on.

### **What happens in a 'Restorative Approaches' conversation?**

The following questions are asked to both/ all parties:

1. What happened?
2. What were your thoughts at the time?
3. What have been your thoughts since?
4. Who has been affected by what happened?
5. How have they been affected?
6. What do you need to happen now?

*See Appendix 3 for further guidance and resources..*

### **Sanctions**

As a result of a restorative conversation, a sanction may be applied. This will be linked to the poor behaviour that occurred and staff will always consider what is being communicated by the behaviour before deciding a sanction. Sanctions seek to teach and never to shame.

## Examples

Behaviour	Behind the Behaviour	Sanction and Support
Disrupting learning of others in their class	Work too hard Low self –esteem	Completing work in another classroom, Additional scaffolding, pre-teaching with teaching assistant
Fighting during a game of football at lunch time	Poor self-regulation Break down in friendships	Missing playing football with peers for 3 days, Repair conversation with peers, Boxhall Profile and associated interventions
Ripping up/defacing their work or work of others	Work avoidance / Work too hard Low self –esteem	Moved to work on separate table in class. Apology to those affected (written/ drawn/ verbal) Act of kindness to those affected Additional scaffolding, pre-teaching with teaching assistant

Repeated incidents or serious incidents, such as fighting or making a racist comment, are referred on to Senior Leaders. Parents will be informed. If a pupil has been withdrawn from class, a senior leader will oversee their transition back. The importance of transitions is a principle of nurture and therefore prioritised at Stanley Grove.

*For guidance on use of reasonable force and conducting searches on pupils please see the Bright Futures Use of Reasonable Force Policy.*

*See Appendix 4 or Upper Key Stage 2 Sanction guidance.*

## Pupils with Additional Needs

We are adaptive and flexible in our approach when supporting children with additional needs. They may receive additional support from an SEN Keyworker. Some children may be supported through:

- Individual Behaviour Plans
- Nurture Groups
- Personal Support Plans

To ensuring Restorative Conversations are accessible to all (reasonable adjustments) staff may:

- Use of visual prompts/ question cards for each question:
  - Double-sided cards could be used in restorative meetings to structure and scaffold questions and responses ;
  - opportunities to teach these visual association in PSHE; use in classroom/ school displays.
- Use Comic Strip Conversations to support pupils in restorative meetings.
- Other considerations:
  - Meetings should take place at a suitable time after the event to allow for de-escalation;
  - Trial the use of calming/ sensory toys (e.g. squidgy balls) whilst talking;
  - Think of a neutral location or space where the conversation could take place;
  - A pre-meeting discussion or prompts may be required for certain children (e.g. to allow the child to think about and prepare their responses);
  - Questions may need to be adapted for different children (e.g. to explain or clarify).

## Behaviour Monitoring

Incidents are reported using the CPOMS platform. Senior leaders complete half termly analysis of the data and report to the Local Governing Body. Noticeable trends are fed back to staff to explore and act on.

## Exclusions

At Stanley Grove, we support children to achieve socially and emotionally. If, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied.

*Please see the Bright Futures Exclusion Policy for further information.*

## Anti-Bullying

All children have a right to feel safe and be protected in school from all types of harassment and bullying; derogatory name-calling; verbal intimidation; social exclusion; ridicule; humiliation; extortion; physical violence; sexual, homophobic, racial and cultural harassment; cyber bullying and disability or SEN based bullying.

Bullying is a complex issue for the whole school community. It requires a whole school approach to ensure sensitivity, consistency and clear communication.

*Please see the Stanley Grove Primary Academy Anti-Bullying Policy for further guidance.*

**Authorised by Rachel Wise**

A handwritten signature in blue ink, appearing to read 'RW', with a horizontal line underneath.

**Chair of Governors  
21<sup>st</sup> September 2023**



## Stanley Grove Wellbeing Charter

### Adults and children's actions for chosen rights

**31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities**

#### Children's Actions

Always share equipment  
Invite other children to play  
Include all children in games  
Treat play equipment with respect

#### Adult's Actions

Help to resolve problems and  
Listen to all sides of the problem  
Use first aid when necessary  
Get involved in children's games  
Introduce children to new games

**12 – Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously**

#### Children's Actions

Use active listening when listening to other children's ideas  
Always show respect for other children's ideas  
Be confident when sharing your ideas  
Speak out about issues that are important to you

#### Adult's Actions

Encourage children to share their ideas and to be confident  
Listen to all children  
Use different speaking and listening strategies  
Ensure that children always have the opportunity to speak

**28 – Every child has the right to quality education. Discipline in schools must respect children's dignity and their rights**

#### Children's Actions

Use active learning  
Use growth mind-set  
Always take turns and make contributions in class  
Good attendance and being punctual  
Ask questions  
Always try our best  
Be resilient  
Always be positive

#### Adult's Actions

Ensure all children understand their learning  
Teach exciting lessons with new content  
Let children have a say  
Always encourage children  
Use praise and always be positive

**19 – Every child has the right to be protected from being hurt or mistreated, physically or mentally**

**Children's Actions**

To always walk sensibly on the left-hand side around school

To play nicely with each other

To always listen to adults

Always act respectful towards each other and when using equipment

**Adult's Actions**

Look after all children and care for them if they are hurt or injured

Help children if they are in danger or in need

Praise children for sensible behaviour around the school

**29 – Education must develop every child's personality, talents and abilities to the full. It should help them live peacefully, protect the environment and respect other people**

**Children's Actions**

Support other children's talents

Show resilience in our learning

Always make contributions in class and share our ideas

**Adult's Actions**

Listen and encourage children

Always provide fun and interesting lessons

Provide an appropriate learning environment

Always remain calm

Encourage the talents and interests of all children

**13 – Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law**

**Children's Actions**

Be safe when on the internet

Follow the safety rules when using social media

Tell an adult when they do not feel safe

**Adult's Actions**

Teach children about online safety

Give children opportunity to use several types of media

Protect children from any harm

**NVC – Non Verbal Cues:** Nonverbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the pupil's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the pupil(s) and the non-verbal cues have already been taught to the group.

**P – Proximity:** This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the pupil to control his impulses by her proximity.

**PR – Positive Reinforcement** – frequently praising the behaviour you want to see by praising other pupils changes the unwanted behaviour.

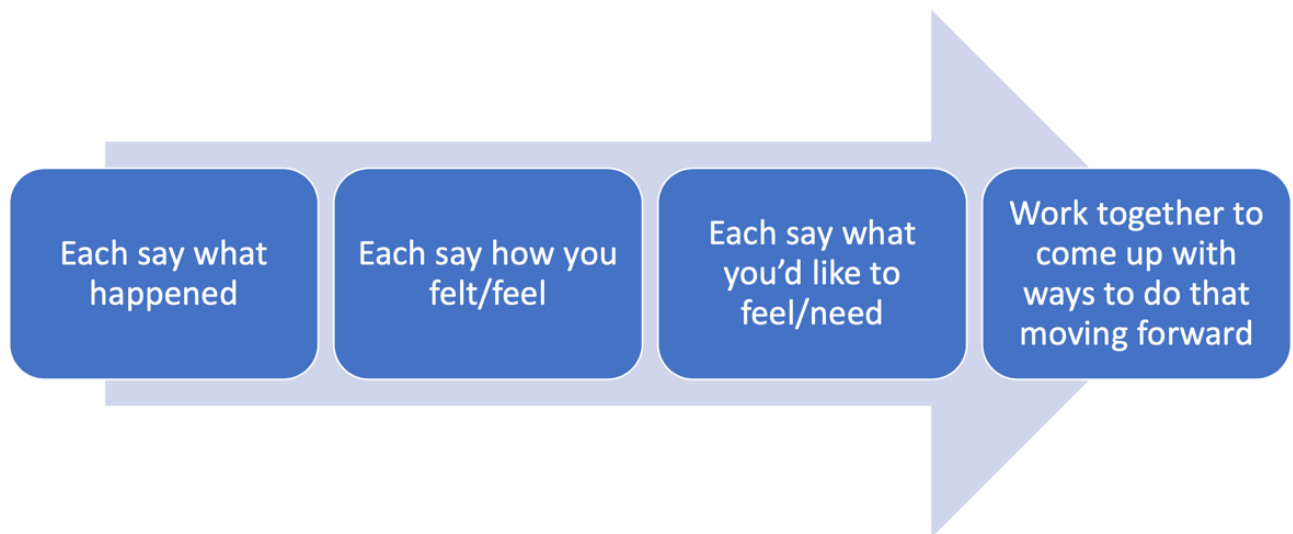
**R – Reminder of rules.**

**Re – Restitution:** Involves having the pupil compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour. E.g., Taylor, you were disrespectful to other pupil's work on the display board. You need to help pin the work back up on the display board

**RD – Re-Direct:** This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the school wide rule. A redirect highlights the "what" of the behaviour instead of the "why." E.g., "Freddie, please begin your piece of writing." (Later) "Well done for being responsible, Freddie, you have made a great start to your writing."

De-escalation strategies

*Adult & Child Restorative Conversation using My Turn, Your Turn*



## **Restorative Approaches conversation**

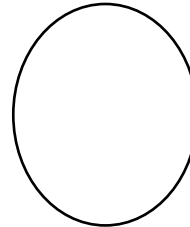
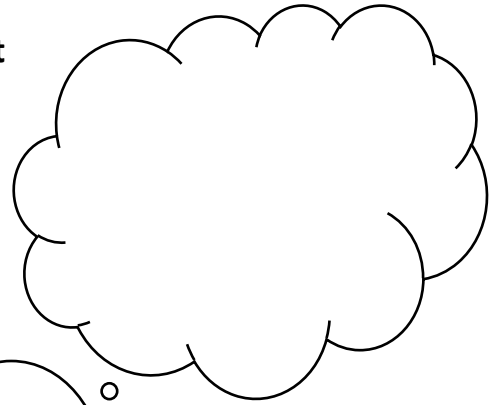
1. What happened?
2. What were your thoughts/ feelings at the time?
3. What are your thoughts/ feelings now?
4. Who has been affected by what happened?
5. What do you need to happen now?

## Restorative Reflection Sheet

1

**What happened?** Draw or write.

2

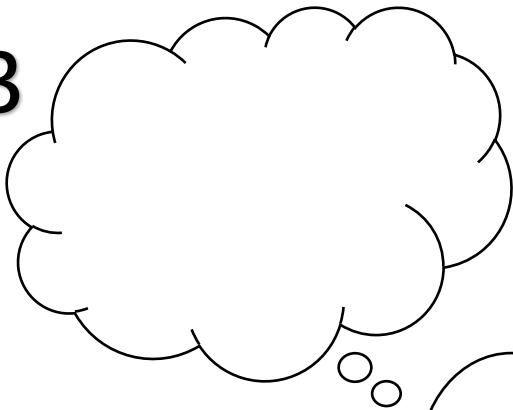


**What were you thinking?**

**What were you feeling?**

Draw your facial expression and draw or write your thoughts.

3



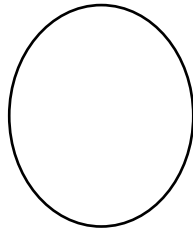
4

**Who else has been affected?** Draw or write.

**What are you thinking now?**

**What are you feeling now?**

Draw your facial expression and draw or write your thoughts.



5

**What needs to happen now to make things right?**

