



Positive Relationships Policy

Ratified: September 2021

Next review date: September 2022

Safeguarding

St George's Primary School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.

Headteacher

Chair of Governors

Positive behaviour choices developed through positive relationships

At our school we have three school rules:

Speak with honesty and integrity

Give thought to your choices, remember good manners

People to be treated with respect and kindness

These rules are used to promote positive behaviour and learning by encouraging and developing positive relationships. Each rule helps all members of our community develop respect and responsibility, whilst setting appropriate boundaries. Through this approach and other learning strategies we endeavour to support all members of our community in and out of St George's Primary school. We believe that this approach is key to positive teaching and learning experiences. Staff will model these rules through all interactions at school.

Our approach is committed to **safeguarding** and promoting the positive emotional and physical health and well-being of every individual involved in our school.

At St George's Primary School all members of our team share a commitment to being 'part of something' and making sure 'everyone is welcome'. We work towards creating a learning environment that is 'fuelled by creativity' and will always apply strategies to encourage effort, progress and attainment. When children find some aspects of school challenging, every effort will be made to **make it work** before any warning or sanction is issued.

At our school, all behaviour is understood as communication and poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We expect staff to work to identify the need and provide developmentally appropriate support to remove the barriers to successful engagement in school life.

At St George's we welcome the interest and close involvement of parents/carers and by choosing to send their child to our school, we expect that parents/carers will support the school's behaviour policy. If a child's behaviour gives cause for concern, parents/carers will be involved as soon as possible. Parents/carers will be invited to work with school in order to support the child to develop appropriate behaviour.

Specific approaches/strategies

TIER 1-MAKING IT WORK

At St George's School we strongly believe that all children can succeed and we have a commitment to use all our knowledge to ensure that children feel safe, supported and are given the right environment to fulfil our SGP rules and provide an atmosphere conducive to learning. Inclusive classroom strategies used to 'make it work' are key to ensuring positive engagement and recognise that at times children could find some areas of school difficult and may need additional support from adults or their peers. Children need routines in place to feel safe and secure. With routines and expectations in place, children are in a safe place to manage their feelings, emotions and behaviour. It will foster opportunities for children to learn and remove many barriers to learning.

These strategies include:

- Using a consistent approach with **firm, fair and explicit boundaries** by reminding children of the SGP rules at all times.
- Using positive language focusing on choices and believing that children can succeed, reinforced with dojos and praise slips.
- Providing an organised, clutter free learning environment, where children feel safe and calm and are able to be independent in using resources to facilitate their learning.
- Utilising flexible groupings in class learning to raise aspirations in both learning and behaviour and develop positive relationships across all groups of children.
- Planned seating on the carpet area and movement line to ensure that all children feel safe and can succeed. This changes regularly.
- Adults directing children into groups or pairs for learning so that uncertainty does not lead to anxiety.
- Sitting next to an adult during the input to encourage positive engagement and to break down the learning if necessary or provide emotional or sensory support.
- Seated with a supportive learning partner.
- Sensory needs being addressed. Ensuring there is an appropriate level of challenge in the learning (high challenge – low threat).
- Clear explanation and narrative of why children are following our SGP rules and making it explicit so that children understand what the rules mean.
- Pre –empting any changes to the school day to ease potential anxiety, use visual timetables in classes.
- Routines and expectations to be consistent across all staff e.g. lining up after break, walking into assembly. Adults to model expected behaviour and manage children in a calm and consistent manner

- Staff 'check in' with children at key points in the day; making time to listen and support in problem solving.
 - Open and honest relationships between staff are valued: learning from and supporting each other.
 - Moving children within the classroom if necessary; to encourage engagement, reinforce expectations about resources and to distract children with an attempt to re-engage with the children (positive engagement with asking questions, or finding a resource).
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All staff at St George's Primary School understand the importance of genuine praise and understand that this is presented to the children in a variety of ways.

Verbal praise- specific and descriptive

Dojo points and praise slips

Special mention certificates awarded in assembly

Any poor behaviour choice is dealt with following the tier process.

TIER 2

This system will only be successful if the staff members have addressed their learning, sensory and emotional needs in Tier 1 'making it work'.

There are times when children may choose to distract other children from their learning and not follow the SGP rules. When this happens a clear system is in place. Staff are aware that these times are rare and will be mindful that the distraction could be a result of unidentified trauma or difficulty which may be triggered. When speaking to the child, the adult is mindful of this and is clear in describing the desired behaviours.

Whilst the behaviour may not be following our SGP rules, staff will try to understand the behaviour and question any unmet needs, or relationship difficulties within the classroom. Once this is addressed, the behaviour should be reduced.

Staff are as clear as they can be, given the information held about the child and the context of the behaviours, to the behaviour being a choice, **not** a result of finding the learning challenging, or an emotional or sensory need.

The member of staff gives the child a VERBAL WARNING. This separates the child from the choice of behaviour, as well as stating explicitly the behaviour which has been chosen. The SGP rules are mentioned along with what we would expect to see.

This is done as quietly and with as much subtlety as possible: this way the impact of making better choices and changed behaviour is increased by not publicly shaming the child.

Threats should not be made as this is wholly ineffective and can cause the escalation of inappropriate behaviours.

TIER 3

If the child chooses to continue the same inappropriate behaviour and not working within the SGP rules, the member of staff will indicate directly and quietly to the child. Quite often there will be no additional explanation needed. If it is needed, then the member of staff will talk to the child directly, again making it clear what the behaviour is and how to change it. This is the second chance the child has had to modify their chosen behaviour.

TIER 4

If the child continues to behave in the same way this becomes a *recorded behaviour incident*.

The child is then escorted by an adult to Y2, 4 or 6. (Radio SLT?) They sit in this class for no longer than 30 minutes (less for younger children /Y1) and the teaching in that class is not disturbed. There is very little interaction with the child so as not to disturb the learning of the class and there is **no public shaming or humiliation** in front of this class. They may take their learning with them to complete, but receive no additional support from adults.

The child is then reintegrated into class, after the time of reflection. The teacher welcomes the child back, making it clear they are liked and valued. The child then reports to Mrs Peters or Mrs Reid at lunchtime or at the end of the day to decide upon any further appropriate sanctions with the class teacher. The sanction is decided by SLT and the class teacher together, and this will be dependent upon the context of the behaviour choice as well as the individual needs of the child.

This will be recorded in the class behaviour file

If there is physical violence or the use of abusive language (including inappropriate hand gestures), the child should be immediately escorted to Mrs Tyers or in her absence Mrs Peters. This could be for biting, kicking, pinching or spitting in the classroom.

The incident is unpicked and other children will be brought into the discussion if necessary. At all times, adults are mindful that there are other anxieties and trauma which may be at the core of these behaviours.

Appropriate sanctions will be decided upon at this point.

The incident will be recorded on CPOMS and recorded in the behaviour file.

The child's main care giver is informed if there has been a Tier 4 incident during the day. If there are multiple tier 4 incidents within a short space of time, then a formal meeting with the class teacher and SLT will be held. Actions from this meeting will be recorded on CPOMS .

At times debriefing may be needed for staff following an incident and support provided. Time would be taken to unpick the incident and supervision provided for staff involved.

CPOMS is a tool to record any safeguarding concerns, as well as behaviour incidents. Entries on CPOMS are written as professionals, referring to staff as Mr/Mrs..... . The entries will provide factual information about the incident.

A: Antecedent – what was happening before.

B: Behaviour – what behaviour we saw.

C: Consequence – what happens immediately after the behaviour

There are 3 sessions in a school day. At the end of each session, there is a conversation between the child and the member of staff about the choices made and about how it could be different in the future.

The sessions are:

9.00 – 10.30 10.45 – 12.00 (12.30) 1.00 – 3.00

If any children are not following the SGP rules during assembly, the staff leading the assembly will take what is seen as appropriate sanctions.

At the end of each session, the adult ensures that the relationship is re-established and the child knows not only what the desired behaviours should be, but also that the adult cares about them and believes that they can succeed. Conversations with children are always led showing kindness and compassion. There needs to be a 'connection to get correction'.

Playtimes & lunchtimes

The playtimes are appropriately staffed to ensure that all children are safe. Adults regularly enforce the SGP rules, especially in relation to looking after equipment and treating people with kindness and respect – being gentle and thoughtful during play.

Adults on duty must:

- Ensure that all children are safe
- Demonstrate their recognition of positive play and relationships both verbally and with praise slips.
- Encourage and teach new games
- Pre-empt overly physical play and intervene
- Space out around the playground/ field and focus upon children's' well being
- Be aware of vulnerable children ensure they have successful playtimes
- Radio for support instead of escalating inappropriate behaviour
- Wear hi - vis jackets so they can be quickly identified by both children and members of staff.

It is expected that members of staff on duty will be proactive and intervene to prevent the majority of friendship disputes.

These key phrases should be used when resolving friendship issues;

What happened?

What were you thinking?

How are you feeling?

Who has been affected?

What is needed to make things better?

How can we move forward?

All efforts should be made to make it work at playtimes; however, children come in to meet with a member of the Senior Leadership team (who will have been alerted by radio) if:

- There is a physical assault on another child
- A child is being verbally abusive or rude (to staff or other children).
- There is a friendship dispute which needs addressing due to historic events or parental contact.

It is important that the children check in with their class teacher at the start of the afternoon learning session, with a quick summary if an incident has taken place. They let the

teacher know which adult has supported them in resolving the issue. If the lunchtime supervisor is leaving after lunch it is crucial that any vital information is passed on to the class teacher or SLT before leaving the building.

The class teacher must ensure that any significant incidents are recorded on CPOMS.

Our school approach is committed to educational practices which Protect, Regulate, Relate and Reflect

To Protect

- Increased safety cues are in place in all aspects of the school day e.g. meet and greet at the door of the classroom, eye contact and smiling in the corridor. Movement lines and carpet places, clear and calm end of day routines, initiating conversations with children and knowing and using names.
- Staff create an environment and ethos where children feel happy, safe, valued and are able to learn effectively. Staff are empathetic towards children's needs and recognise and adapt interactions according to their knowledge of the child.
- Staff have continuous professional development on understanding the specific needs of children, including sensory integration, learning needs and emotional needs
- Staff ensure that social interactions with children are socially engaging and not socially defensive to decrease the likelihood of children acting defensively e.g. explaining why a behaviour or comment may be disrespectful instead of 'telling off'.
- There is a whole school commitment not to use **shouting, put downs, criticism and shaming**. Staff are firm in their tone and instructions. It is important that staff work together in ensuring that this commitment is evident throughout the school and the Headteacher is informed if there are any concerns.
- School staff are flexible in their approach towards vulnerable children to correspond with their developmental capabilities and experiences of traumatic stress, whilst still within the boundaries of this policy and having high expectations.

Staff use the PACE model proven to shift children out of fight/flight/freeze positions

PACE

Playfulness- conveying optimism and keeping things light: Can be linked to children's interests.

Acceptance – non-judgemental and accepting the child for who they are not who you want them to be

Curiosity – Showing an interest in the inner life of the child: discover who they are.

Empathy – getting a sense of what they are experiencing and validating this

To Regulate

- Mindfulness strategies are in place these are specifically designed to bring down stress hormone levels enabling children to feel calm, soothed and safe.
- Class teachers ensure that there are fun activities in the classroom to encourage teamwork and human connections.
- A level of calmness and presence in the class room ensures a safe place to learn and make mistakes.
- A strong SRE curriculum promotes tolerance and understanding.

To Relate and Repair

- A whole school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame
- Adults to initiate repair and model the behaviour showing empathy and kindness, making it clear that the child is liked and its 'ok' this reduces any shame which can then lead to escalation.

To Reflect

- Staff value good listening , dialogue, empathy and understanding
- Use the PACE approach to help the child make sense of what may be going on- give them a narrative.
- The CFO (children and families officer) in school provides support for parents in meaningful conversations with children to empower children to better manage their emotions in their home situations and in life in general.

Tier 5 – A High Level of Concern

For children who find emotional regulation challenging and have persistent difficulties, a bespoke programme to support the child will be put in place in conjunction with the family and external professionals when appropriate. This **Behaviour Plan** will be reviewed half termly.

In extreme cases where a child's behaviour indicates a risk to others an **Individual Risk Assessment** will be completed and shared with the family and external professionals.

There should be 'no surprises' as parents/carers are informed when there are concerns.

Concerns raised by teachers with parents should be via telephone and not dojo.

'Good discipline' in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'

(DfE Exclusion from maintained schools, Academies and pupil referral units in England 2021)

All decisions to exclude are serious and only taken as a last resort or where the breach of the School rules is persistent or serious.

If the severity or frequency of incidents is not reduced by the above approaches or if an incident is considered severe enough then, following statutory guidelines, external fixed term exclusion will be considered. It is the schools intention that any fixed term exclusions will be of the shortest time deemed possible, in order to seek support and put further measures in place.

Continued fixed term exclusions may lead to a reduced timetable for the child if it is the schools belief that a reduced timetable would have a positive impact on the child's behaviour, prior to returning to school full time as soon as possible. This will be discussed and agreed with parents/carers and reported to the local authority. RA review date will be identified, and increased attendance will always be the desired outcome.

Ongoing severe incidents and fixed term exclusions may lead to the schools working with parents/carers and the local authority to seek a managed move to another primary setting. This may include seeking alternative provision and is an option which would prevent a child being permanently excluded.

For the most serious behaviour incidents or in a situation where all other avenues of management have failed, a permanent exclusion will be instigated. This will be conducted within the statutory guidance and will be the decision of the Head teacher following consultation with the chair of Governors. On occasion the incident may require immediate internal or external exclusion.

The following is a list of DfE examples where exclusion may be required. We will always make reasonable adjustments for all pupils with SEND to fully support them in meeting our behaviour expectations:

1. Persistent, serious or offensive verbal or physical abuse of a child or adult.
2. Dangerous behaviour (likely to result in serious harm or accident).
3. Deliberate damage to property
4. Includes:
 5. Open defiance
 6. Leaving the school site without permission
 7. Bringing an illegal or dangerous substance or object into school.

It is important to note the response or sanction given for any incident does not set a precedent for future responses to similar incidents of behaviour involving other children.

National Standard List of Reasons for Exclusion

This list is providing descriptors of reasons for exclusions, the main reason and code should be used on the L A electronic PERMEX form. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick list for exclusions.

This list applies to all schools and colleges.

Physical assault against pupil

Includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

Physical assault against adult

Includes:

- Violent behaviour
- Wounding
- Obstruction and jostling

Verbal abuse / threatening behaviour against pupil

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Verbal abuse / threatening behaviour against adult

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying

Includes:

- Verbal
- Physical
- Homophobic bullying
- Racist bullying

Racist abuse

Includes:

- Racial taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual Misconduct

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

Drug and alcohol related

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

Damage

Includes:

- Vandalism
- Arson
- Graffiti

Theft

Includes:

- Stealing school property
- Stealing personal property (from pupil or adult)
- Stealing from local shops on school outing
- Selling and dealing in stolen property

Persistent disruptive behaviour

Includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

Other

Includes incidents which are not covered by the categories listed above, should be used sparingly.

Team Teach/ Positive handling

The following members of staff have received the team teach training;

Jane Tyers, Lizzie Peters, Kirsten Reid, Lisa Whitely

See Positive Handling Policy

Appendix 1

Change the comments

<u>Negative Phrasing</u>	<u>Positive phrasing</u>
<p>Stop being silly! Don't throw those scissors! Stop running! Don't talk to me like that! Calm down!</p>	<p>Stay still and listen. Put the scissors down. Remember to walk. Remember to speak calmly and respectfully</p>
<u>No choice/open choice</u>	<u>Limited choice</u>
<p>Get here now! Stop shouting right now! What do you want to do? Do you want to join us for a story? Shall we...? You must eat everything on your plate!</p>	<p>Come to your chair or sit in your carpet place Come and tell me quietly what you are worried about. Do you want to do X and Y Would you like to sit on a chair or the beanbag for story Let's do... Now you need to eat the peas or the potatoes.</p>
<u>Empowering the behaviour</u>	<u>Disempowering the behaviour</u>
<p>Come out from under that table! Come back here, now! Don't go in there on your own! Finish that work, now!</p>	<p>You can listen to the story from there. I will catch up with you in 5 mins. I'll go in with you. In 5 mins I'll check you have finished X amount.</p>
<u>Punishments</u>	<u>Sanctions/consequences</u>
<p>You are losing all breaks this week! Name on board (or a public place)!</p>	<p>You know the consequences, you will miss break this morning. I will talk to you about this, on your own after the lesson.</p>