

Behaviour and Relationships Policy

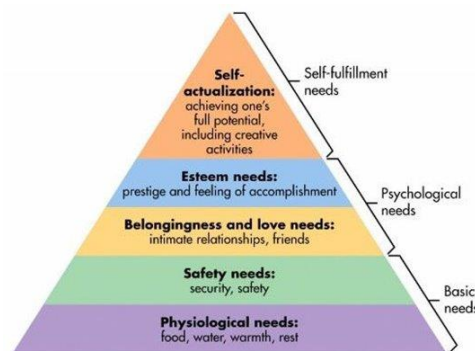


Context

For children to learn effectively and to be successful in the future, they need to feel safe, be clear about boundaries for unacceptable behaviour and, through learning and being connected with trusted adults, develop the ability to self-regulate and make responsible behaviour choices. We are committed to equity, inclusion and justice at St. Ebbe's and will do all we can to support children with additional needs and their families but any behaviours which could interrupt the flow of learning or children's wellbeing will be responded to swiftly.

Our behaviour and relationships policy aims to help children achieve this, and is built on the following foundational principles:

- 1) That effective management of children's behaviour begins with the behaviour of adults, coupled with the relationships of trust they build with the children in their care. At St Ebbe's, all children can expect to experience feeling connected through visible kindness and consistency from their interactions with adults.
- 2) All feedback about behaviour should be given in private. Children should never be made to feel shame.
- 3) That behaviour management is everyone's responsibility, regardless of role and children taught/supported. All adults must respond to unwanted behaviours in the same way, so that children experience certainty of adult response, absolute consistency, know what is expected of them and what is unacceptable.
- 4) That school and home must work in partnership to tackle behavioural issues as soon as they become apparent; for children to feel safe at school, they need to know that their parents and carers trust members of staff.
- 5) That adults view behaviour first and foremost as *communication*, seeking to understand *why* a child is behaving in a certain way, and recognising the feelings and unmet needs that have led to it. Behaviour is thus viewed as separate from the person exhibiting it.
- 6) That adults will take a restorative approach in responding to conflict – taking the time to listen to all parties, so that behaviour improves over time.
- 7) That children will learn to take responsibility for their own actions and the impact they have on others and will make amends for any harm caused.



Policy

The school will use consistent ways of talking about behaviour, relationships and self-regulation:

- The school's three rules ("Be Kind, Be Safe, Be Responsible") will underpin all behaviour discussions
- Children will be taught self-regulation through the 'Zones of Regulation' approach
- Children will be taught about personal power through Circle Time and individual discussions
- Incidents will be consistently responded to using Restorative Practise.

Staff:

- Will receive, high-quality behaviour and relationships training, with opportunities to reflect on behaviour management against this policy and learn from each other.
- Will model self-regulation, responding to poor behaviour with consistency, consistent expectations and kindness, while avoiding escalation and power play.
- Will show children respect at all times. Humiliation will form no part of behaviour management.

Behaviour and Relationships Policy



- Will work with parents/carers in a way that connects and builds trust thereby helping children to feel safe.
- Will teach children, through our RSHE curriculum, how to recognise, call out and report incidents of racist abuse, homophobic abuse, gender discrimination or sexual harassment

In order to reinforce good behaviour and relationships:

- Model excellent relationships at all times
- Consistently expect excellent behaviour from all children
- Reinforce clear and consistent whole school (moving around, lining up, breathing, walking at end of break, entrance and exit to assemblies) and classroom routines
- Notice and comment on as many positive choices as you can verbally (e.g. 'That's wonderful walking', 'Thank you for holding the door open.' 'I noticed how you...') 'PRAISE WHAT WE WANT TO SEE MORE OF.'
- Pre-empt difficulties – e.g. by sitting children who find assembly challenging at the end of the line, staying near children who find playtime challenging
- Set up and contribute to a whole class reward system to which everyone can contribute, with simple rewards at least once per half term. Rewards cannot be removed.

In responding to poor behaviour, all staff will:

- Use scripts and yellow-zone de-escalation strategies, remaining calm and non-confrontational
- Seek to follow through poor behaviour choices themselves including administering consequences where appropriate (see Appendix 1)
- Listen to children involved in incidents and ensure any consequences are fairly administered
- Ask a colleague for advice if they are unsure as to a course of action
- Teach children that honesty will lead to faster resolutions and trust being built and that they will feel better quicker rather than storing up negative feelings
- Follow up conflicts with a restorative conversation so that the child has the opportunity to reflect on how to do things differently next time
- Give children a fresh start following a poor choice, and not label them as a result of it
- Send an agreed signal (Tree) to the nearest member of the Inclusion or School Leadership Team, if a child is behaving in a way that is dangerous or disruptive to learning
- Use 'Reasonable Force' if a child is being unsafe towards themselves or others
- Consider and refer to Individual Behaviour Plans for children with identified SEND
- Report incidents of racist abuse, homophobic abuse, gender discrimination or sexual harassment directly and immediately to the headteacher or deputy headteacher
- Contact parents as soon as behaviour affects learning or wellbeing of the child or other children or if there is a serious incident of intentional physical or verbal hurting
- Communicate with parents without judgement in a solutions-focused manner
- Record serious incidents on the school tracking system, including actions and consequences

Responses to poor behavioural choices, depending on the seriousness of the behaviour may include: 'Time to calm down' in another class, loss of play (time on the bench, time inside), completion of missed learning at home, internal exclusion, suspension or permanent exclusion. (See Appendix 1)

