Positive Relationships & Behaviour Policy

Policy Data Sheet

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1. Introduction

Big Life Schools (BLS) are Gold UNICEF Rights Respecting Schools. We constantly model and teach children about their regularly discuss rights, rules and responsibilities that go with upholding their own and others' rights and this underpins everything we do in school, every day. We aim to foster a mature, caring and sensible approach to living and learning together where pupils and adults show respect for each other. We expect our pupils to be polite and well behaved so that they are ready to learn in a safe and positive learning environment. Our schools are nurturing with an emphasis on children's social and emotional development. We will encourage and support pupils so that they can take responsibility for their own behaviour and learn to make good choices.

We will consult with pupils, staff and families and recognise that a consistent and fair approach to behaviour management is key to its success. This document outlines our behaviour policy and follows the DfE guidelines 'Behaviour and Discipline in Schools' (February 2014).

2. Aims:

This policy aims to:

- Explain our expectations of children, staff and families and visitors to school to ensure we maintain a positive, respectful learning environment where everyone is able to fulfil their potential and gain rewards and positive affirmations for doing this.
- utline how we will explicitly build, maintain and repair all relationships.
- Outline how we teach and help children understand what their rights are and how they should be upheld by everyone in school.
- Explain how we will teach children about their emotions and how to recognise and regulate them.
- Outline how we will help and support everyone involved in conflict; repair the harm done, take accountability and ensure they learn from the experience.

3. School Values and Class charters

The Big Life Group's values are the foundation of our behaviour policy. The 6 core values of The Big Life group are;

- Valuing Difference
- Thoughtful
- Honesty
- Courageous
- Creative
- Inspiring

4. Class Charters:

Each class agrees and writes a shared charter which establishes a shared set of rights-based principles upon which we can base relationships and provide a language for shared values and expectations of each other. Creating charters can support a positive learning environment for children in the classroom and across the whole school including the playground. We continually revisit our charters when we feel someone's rights aren't being upheld and use the charter as a framework to get everyone's rights respected and ensure everyone is listened to and feels valued. This creates a harmonious learning environment and fosters good behavioural choices. At the beginning of each year pupils will be given time to discuss the values and use them to agree their own class charter. Class charters will be presented in child friendly language appropriate to each year group. This will be signed by everyone in the class both children and adults. The school values and class charters are displayed in every class and reinforced as part of normal class room routines and practices.

5. Relationships

In our schools we use the principles of Restorative Approaches to help us focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. We aim to help children understand how their behaviour affects others. Children are supported in putting right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished, instead, we are helping them to become empathetic, considerate people who have the skills to avoid and resolve problems independently.

6. Expectations

a) of Pupils

We expect children will:

- To agree with and follow the Class Charters to the best of their ability
- To treat adults and fellow pupils with respect at all times
- To do as they are asked by all adults in school
- To help to make the school a clean and pleasant place to be
- To treat others equally and fairly and respect and uphold the rights of everyone
- To take increasing responsibility for their own learning and behaviour through developing their emotional regulation

b) of Staff

- Keep the BLG values of; Valuing Difference, Thoughtful, Honesty, Courageous, Creative, Inspiring at the heart of all we do
- Be a positive role model for all children
- Support and uphold children's rights at all times
- Show respect for all members of our school community and encourage the same of children
- Speak politely and respectfully to children
- Develop and maintain positive relationships with families and our community
- Use the principles and language of restorative approaches to repair harm following conflict

c) of parents and carers:

- Be a positive role model for children and other families
- Understand the importance of punctuality and good attendance and work with us to ensure they make good decisions regarding their child's learning and well-being
- To model and encourage respect for others and for our school and community and the environment
- To work in partnership with school staff and other professionals to ensure their child is achieving to the best of their ability

7. Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We offer a wide range of support in addition to this including:

- Group support or therapeutic interventions
- Individual mentoring support for the pupil
- Closer support for pupils during key transition point
- Referral to external agencies e.g. Play Therapy, Child and Adolescent Mental Health Services, Pupil-referral Unit outreach service
- Training on behaviour management strategies and sharing of best practice
- Parenting classes
- Early Help

8. The use of reasonable force

Staff use reasonable force as a last resort to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. If positive handling is required as a last resort we will ensure it is appropriately implemented, recorded and monitored.

9. Confiscation of inappropriate items

Confiscating items follows the DFE guidance, (Searching, screening and confiscation at school). Staff do have the power to confiscate, retain or dispose of pupil's property if such items are likely to cause personal injury or damage to property, or if that item has been used in an offence. Staff also have the power to search pupils without consent for inappropriate items.

10. The power to discipline beyond the school gate

The school is not legally responsible for dealing with unacceptable behaviour off the school premises outside of school hours. However, it is very important to the school's reputation that its pupils behave in an acceptable manner whilst travelling to and from school and/or whilst wearing school uniform. In these circumstances, where unacceptable behaviour is witnessed by a member of staff or reported to school, appropriate action will be taken.

Article 29: Your right to become the best that you can be.

Article 19: You should not be harmed and should be looked after and kept safe

Appendix 1 – Unity Community Primary Approach

At Unity we believe that positive, fulfilling relationships between everyone in school are needed for everyone to learn and be our best.

Promoting emotional regulation

We intentionally invest into developing children's understanding of their own emotions.

- We use Circle Time sessions as appropriate in all classes. This is to model and teach children about emotions, what they are, what they are called, when and why we feel them and how we can regulate them.
- We use Zones of Regulation to develop children's understanding of their own emotional wellbeing. We provide them with tools to help children manage their behaviour in whichever zone they are in. We teach children that all zones are OK and to manage their zone so they can still achieve their goals.
- All classes develop their own Class Charter, a document which sets out rights and responsibilities of all children and adults in each class to ensure everyone feels safe and valued.
- We offer a Nurture and Wellbeing programme for those children who need more support in regulating and understanding their emotions. That includes Lego therapy, wellbeing interventions and Forest School.
- We have a Mental Health First Aider in school and we maintain a constant focus on the wellbeing of children and staff. Staff take part in regular supervisions and supportive line management meetings.

Working with families

We prioritise building and maintaining positive relationships with families and carers. We have a Family Support Worker who offers support to families and liaises with external agencies. We offer parenting programmes, coffee mornings, wellbeing events and ensure parents have daily opportunities to speak to all staff.

Our behaviour system

To encourage and promote good choices in school throughout the day, we have a behaviour system focusing on positive choices. Every class has a behaviour tick list displayed at the front of the classroom.

Adults use verbal praise and give children 'ticks' to celebrate good choices, hard work and to encourage children to demonstrate our Big Life Group values. When ticks are given out, adults ensure they make the child aware of the reason.

> *"Well done, you can get a tick for listening so carefully!"*
> *"Wow, you have used different methods to solve this maths problem. You can get a tick."*
> *"Thank you for holding the door, excellent manners, you can have a tick."*

Ticks cannot be taken away. At the end of every term, the 3 children from each class with the most ticks get a special reward.

We celebrate achievements, good attendance and good behaviour in weekly school assemblies.

Repairing relationships following conflict and taking accountability for our choices

When we have conflict in school, between children, adults and children or between adults, we use the ethos, tools and language of restorative approaches to repair the relationship, and any harm caused. This allows the person who caused the harm to take accountability for it and to allow those who have been harmed to have a say in how their needs are met. All parties have then had their opinions valued, been involved in repairing the relationship and have taken some learning from the incident and restored harmony within the school community. Restorative practices enable those who work with children and families to focus upon building relationships that create and inspire positive change. Creating change sometimes requires challenge as well as support.

When children struggle to regulate their behaviour in class and become disruptive, we use Zones of Regulation language and praise to help them regulate and manage their behaviour in their zone. If children carry on being disruptive, adults use the following stages:

Stage 1	Verbal warning – reminder using the Zones of Regulation language
Stage 2	Child receives a cross, which is recorded on the class spreadsheet (appendix 3) and engages in a restorative conversation with an adult to reflect on their behaviour and consider how to repair the situation.
Stage 3	Child receives a second cross, recorded on the class spreadsheet. Child is encouraged to use a tool to manage their behaviour in their zone. Child will have a consequence e.g. miss some free time. Class teacher speaks to parent at the end of the day.
Stage 4	This stage is rare. If the child persists in being disruptive, he/she may receive a third cross. The child is then internally excluded and sent out of class to a Senior Leader where he/she will spend some time reflecting on their behaviour and having restorative conversations. Senior Leader speaks to parents at the end of the day.
In case of a serious incident or use of physical violence a child may be moved straight to Stage 4. This is extremely rare.	

These stages relate to instances of any form of racist, discriminatory, homophobic language or behaviour.	
Stage 1	Discuss with class teacher, refer for a session with NR or SLT on tolerance and values. Record on CPOMS and incident log. Discussion with whole class about values and impact of racism; reassure class or victim that has been dealt with
Stage 2	Second incident: Child sent to SLT Internal exclusion for ½ day; complete pack about tolerance, Be an Ally Parents informed after school Record on CPOMS and incident log Discussion with whole class about values and impact of racism; reassure class or victim that has been dealt with
Stage 3	Third incident Child sent to SLT Internal exclusion for 1 day; complete pack about tolerance, Be an Ally Parents called in for formal meeting Possible involvement of external agency (police, PCSO for example) Record on CPOMS and incident log Discussion with class about values and impact of racism; reassure class or victim that has been dealt with

Recording and Monitoring
Each class teacher is responsible for transferring ticks and crosses onto the spreadsheet (appendix 4), each week. This data will be reviewed by senior leaders and managers, identifying where there are inconsistencies in application and to understand trends and patterns to support teachers and support staff to oversee and develop effective strategies.

All ticks and crosses will be reported to governors and trustees each quarter detailing any trends or concerns and plans identified to address or mitigate these.

Article 19: You should not be harmed and should be looked after and kept safe

Appendix 2 – Longsight Community Primary Approach

1. Rewards.

We reward children in a variety of ways, throughout the day and at planned times during the week, term and year. We use verbal praise frequently and consistently to acknowledge children's efforts and achievements. Children also are very self-reflective and are confident in sharing their achievements with others. We also use a range of rewards: stickers, raffle ticket, postcards home, special certificates and assemblies. We believe that rewards are a vital part of building up a child's self-esteem as well as celebrating individual and group achievement.

Achievement	Rewards	Staff
Positive behaviour for learning	• Rewards using the class tick system. • End of week rewards • Head Teacher's stickers	Class teacher
Star of the Week	• Certificate during Rewards Assembly	Class Teacher and the Head Teacher
Tea with the Principal	• Tea with the Principal	Class Teacher and Head Teacher
Rights Respecter of the Week	• Certificate in Rewards assembly	Head Teacher
Highest class attendance	• £5 reward for highest class attendance • £10 for 100% weekly attendance	Head Teacher
Showing a Growth Mindset	• Certificates, wristbands and gifts during assembly.	Head of School

2. Consequences

The approach that is taken encourages children to understand that their behaviour and actions always impact upon others and, as a result, will have consequences. Regular rule reminders are to be used as a non-confrontational approach to disruptive behaviour. Many of our children require visual reminders to support behaviour for learning.
Time to discuss issues with children is important and may take place during 'circle time' and PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.
Staff are right to challenge inappropriate behaviour, however, it must be fair and consistent, in proportion and moderate. The humiliation and degrading of pupils is always unacceptable.

Applying a sanction to whole groups for individual acts should be avoided. Sanctions may be put in place to deal with incidents and will include a variety of actions. Normally a straight challenge is sufficient, but other sanctions may include:

Immediate Response

- Three warnings given using the class tick behaviour system.
- Removal from the lesson to another classroom for timeout.
- Referral to Phase Leader/ Head of School/Head Teacher
- Class teacher/ Phase Leader /.Head of School /Head Teacher may ask to see a child's parents

Follow on response

- Observations of the child in the classroom and around the school recording observation
- on a Behaviour Support Chart.
- Letters of apology
- Meeting with Parents
- Implementation of an Individual Behaviour Improvement Plan
- Internal exclusion for a set period
- Meeting with the Governing Body Panel
- Ultimately fixed or permanent exclusion. See Appendix 3

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate them as possible contributory factors.
Where it is felt necessary, support and advice from the Educational Psychologist may be called upon.

Recording and Monitoring
Each class teacher is responsible for transferring ticks and crosses onto the spreadsheet (appendix 4), each week. This data will be reviewed by senior leaders and managers, identifying where there are inconsistencies in application and to understand trends and patterns to support teachers and support staff to oversee and develop effective strategies.

All ticks and crosses will be reported to governors and trustees each quarter detailing any trenbds or concerns and plans identified to address or mitigate these.

Appendix 3 – Exclusions

The Head Teacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The head teacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The head teacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the head teacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the head teacher will notify the governing board and LA once a term.

The governing board

Responsibilities regarding exclusions is delegated to the Local Governing Body panel. The panel has a duty to consider the reinstatement of an excluded pupil. Where an exclusion would result in a pupil missing a public examination, the panel will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the panel will consider the exclusion and decide whether or not to reinstate the pupil.

The panel must meet between the 6th and 15th school day of the exclusion starting. The panel must include at least three Governors. Papers including a head teacher report, witness statements and parent submission should be sent to the clerk at least 7 days prior to the meeting. The papers should be circulated to the parent, head teacher and LA representative at least 5 days before the meeting.

The panel can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, The panel will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the head teacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The clerk of the panel will notify, in writing, the head teacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the panel's decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
    - The date by which an application for an independent review must be made
    - The name and address to whom an application for a review should be submitted
    - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
    - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Trust to appoint an SEN expert to attend the review
    - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
    - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review

    - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place
- The school will also ensure that a serious incident review form is completed.
- Any lessons learnt from the exclusion will be fed into the LGB meetings.

Appendix 4 (Crosses and Ticks Spreadsheet)

| Year Group | Crosses | | |

Year Group	Ticks																					
Class																						
Pupil Name	Month and Year						Month and Year						Month and Year									
						Total						Total						Total				
	Date	Date	Date	Date	Date	Total	Date	Date	Date	Date	Date	Total	Date	Date	Date	Date	Date	Total				
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