



Relationship & Behaviour Policy **September 2017**

At Ecton Village Primary Academy, we believe that good behaviour and positive relationships with others are integral components of the learning process. Most children at Ecton Village Primary Academy are able to regulate their own behaviour most of the time. However, we recognise that young children in the early stages of development are still making sense of their own feelings and have limited experience of understanding and empathising with others. By providing opportunities for children to see their behaviour in relation to others we can help them to understand and care about the viewpoint and feelings of others, thus strengthening their ability to develop and maintain positive relationships and behaviour.

1 Principles

- Positive social relationships between all members of our academy are imperative to our practices and the effective implementation of this policy.
- The principles of Restorative Approaches provide an alternative to the belief that punishment will change behaviour and achieve compliance.
- The principles of Restorative Approaches will be used as an educative process in which responses to poor behaviour choices are used as opportunities in which those involved learn how to change.
- Children and adults have a sense of belonging, feeling safe, secure and valued.

2 Aims

- To have a clear, fair and consistent approach to dealing with poor behaviour choices.
- Children learn to cope with all aspects of their lives with support from others.
- Members of our academy have respect for one another, their feelings, views and circumstances.
- Members of our academy have empathy with the feelings of others affected by one's own actions.
- Adults have a willingness to create opportunities for reflective change in other adults and in children.
- Children develop intrinsic motivation to do the right thing, because it is the right thing to do.
- Children will not be defined by an event and the context of the situation will always be taken into account.

3 Values

The Ecton Village Primary Academy ethos is underpinned by a set of values we judge to be important to our moral development and standards of behaviour.

3.1 TEAM

Together: We work and play co-operatively

Engagement: We show attention, curiosity, interest, optimism, and passion when we are learning

Achievement: we are academically ambitious and develop the resilience and confidence needed to succeed

Motivation: We never give up in our pursuit of excellence

4 Code of Conduct

Ecton Village Primary Academy has a clear code of conduct for everyone to adhere to. This is clearly detailed in the Staff Handbook.

5 Home-School Agreement

Ecton Village Primary has a home-school agreement that we encourage all parents, children and staff to sign up to.

6 Procedures

Our Relationship and Behaviour Policy is not primarily concerned with rule enforcement. It is a tool used to promote good inter—personal relationships, in order that we can all work together with the common goal for every child to reach their academic potential. By teaching children to address their feelings in a constructive way helps them to regulate their own behaviour. As children mature the ability to manage emotions helps them to navigate social situations, maximise academic success and develop confidence. Alongside this, children will be provided with a clear and consistent set of boundaries and expectations to follow.

6.1 Boundaries and Routines

All children can make poor behaviour choices and can find it difficult to comprehend, interpret and express their feelings and thoughts. At Ecton Village Primary Academy we try to minimise the likelihood of this happening by providing clear and consistent boundaries and routines which apply to all children at all times. It is reassuring for children to know that the same things are expected of them wherever they are and whoever they are with and that adults will react to them in a consistent manner.

The boundaries will be on display in all classrooms and around the academy and act as a reminder to the children of the expectations of their behaviour. The routines are to be embedded by adults when working with the children and should be applied consistently and without exception.

The boundaries at Ecton Village Primary Academy are

1. We learn and play safely
2. We are kind with words and actions
3. We follow adult instructions
4. We respect property & people

The routines in place at Ecton Village Primary Academy are

- Adult hand up to gain children's attention and request silence
- Enter and leave assembly in silence
- Line up in register order in silence
- Pegs to be worn by all children on errands or inside the building during break times

6.2 The use of Restorative Approaches at Ecton Village Primary Academy

Underpinning the Relationship and Behaviour Policy are the philosophies of the Restorative Approaches. As such, we require all adults working with children to be aware of the principles and language of Restorative Approaches and to have the ability to apply these to resolving situations in their classrooms, corridors and everywhere else in the academy community. The principles of Restorative Approaches will be a regular feature in the

academy Continued Professional Development programme, at the beginning of the school year and other appropriate times.

In addition to this a team of trained staff will use the model to resolve more difficult situations in a formal and structured manner. These staff will be trained to apply Restorative Approaches to conferences which bring together those involved, with the aim of creating restoration and reparation between all parties.

6.3 Restorative Approaches Affective Questions

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected?
- What do you need to do now?

All adults working with children will be trained to use these questions to guide a discussion between those involved in incidents. The questions are non-judgmental, they are about the harmer / responsible child's behaviour and its effect upon others, but are open—ended and require a response. They take those involved from the past (what happened) to the future (repairing harm) and require reflection on who has been affected and in what way. They are designed to help the harmer / responsible child develop empathy for those affected.

6.4 Restorative Approaches Affective Statements

Affective statements are precise and truthful statements about the impact of poor behaviour choices. Affective statements:

- Begin with 'I...'
- Are followed by a question in order to prompt dialogue and problem solving
- Maintain a separation between the words used for people and the words used for actions
- Are spoken in a calm informative voice

Examples: *'I can hear chatting. It makes me feel disappointed that some children aren't listening. What can be done to sort this out?'* Or, *'It makes me feel disappointed when I have to keep telling you to keep your arms by your sides when we're walking in a line, what can you do about this?'*

6.5 Restorative Approaches interventions

The Restorative Approach can be applied to a number of situations, ranging from informal work in the corridor and classrooms to formal conferencing with harmer / wrong doer / responsible child and harmed / affected child. Examples include:

6.5.1 The use of Affective Statements

These statements can be used at any time by any adult and are to be used in response to any specific low level incident that you require a child to take responsibility for. The starting point for all restorative processes involving active non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behaviour has affected others.

6.5.2 The use of informal Restorative Conferences

An informal conversation using the restorative questions, which does not require a formal referral, preparation, contract or debrief but may / should include a follow up conversation; The individual adult who witnesses or is made aware of the incident takes initiative and leads the process.

6.5.3 The use of Circle Time or Class Conferences

A more structured conference that requires a degree of pre-conference preparation and possibly a contract, debrief and follow up session. These interventions would be lead by trained staff (see Appendix 1 for current staff list) and children involved would be referred to the trained staff at the point of the incident occurring. These interventions are usually in response to incidents which affect the social dynamics of a group / class of children, such as; racist comments, repeated friendship difficulties.

7 Unsuccessful conferences or refusal to take part

Unless all of those involved have agreed to participate in a restorative intervention, it will not proceed. If during an intervention any participant is unable or unwilling to proceed the intervention will close and an alternative resolution will be implemented. If those involved fail to comply with expectations of the agreement, alternative solutions including the academy's consequences may be negotiated or applied to the harmer I responsible child.

8 Rewards

Ecton Village Primary academy we will make every effort to reward positive behaviour.

8.1 Instant rewards

Smiles, Praise, Positive Comments

Adults to use a range of positive reinforcements to celebrate or to support the behaviour that they wish to promote. Praise must be given for effort and not just outcomes. Read, Write Inc. praise phrases such as Whooshes and Fireworks, along with smiles, well done, etc. can all be used. The adults need to know the children they are rewarding and how they will respond to public or private praise.

Dojos

Class dojo is an electronic instant reward system. Each child has their own dojo. Teachers award dojos to individual children for demonstrating the Ecton values of kindness, co-operation, resilience and engagement. Teachers can personalise their awards beyond these four areas to meet the needs of their class to develop their positive classroom culture.

Principal's Award for Excellence

A child can be nominated by the class teacher/adult in charge of the class to care for a Fluffy. To receive the fluffy, the child must collect the fluffy from the Principal's office and explain to her why they have been awarded it. They should bring their book I white board I homework if this is appropriate. Children may look after the fluffy for the remainder of the day. Fluffies stay in the classroom at play time and are returned to the Principal's office at the end of the day. The Principal will give each child a Principal's Award for Excellence each time they are awarded a fluffy. The certificate will detail the reason for their award.

8.2 Weekly Rewards

Friday Awards Assembly

During the weekly awards assembly class teachers will all nominate one child to receive a certificate for consistently demonstrating the Ecton values. Each child receives and certificate and is invited to The Principal's Lunch.

The Principal's Lunch

Once a week there is a Principal's lunch where children nominated in assembly are invited to eat their lunch with the Principal. This lunch will take place on the Monday following the Friday assembly. The nominated children and the Principal sit at a specially prepared table and receive waitress service. They have the opportunity to share the successes of the previous week.

Class of the Week

The class with the most Dojos wins the Class of the Week Award. They are displayed on the celebration board in the hall and the class receive a certificate.

8.3 Termly rewards

Class of the Term

The class with the highest number of Dojos at the end of each term will be awarded the Golden Ticket. This is a voucher for half an hour of golden time to be used as and when the class decide.

9 Consequences

Consistent with the principles of this policy it is important that adults support children rather than blaming and punishing them. Punishment-based consequences need to be used proportionately, flexibly and cautiously to respond to individual's needs and the specific situation. Where a consequence such as time-out or loss of break time is unavoidable adults should take every opportunity to ensure this becomes part of a restorative process whereby children involved are provided with opportunities to consider the impact of their behaviour on others and where they are able to develop skills and strategies for more positive future responses. A punishment—based consequence should only be applied when a child is not willing to take accountability for their actions or engage in the Restorative Approach or where the harmed I affected child is not willing to participate in the Restorative process.

At times, poor behaviour choices may be to such a degree that despite all attempts to use the Restorative Approach it may be necessary for the child to receive a significant punishment-based consequence, such as a fixed-term exclusion.

9.1 123 Magic

123 Magic is a behaviour management system that should be used when a child is not responding to Emotion Coaching or the Restorative Approach or when immediate action needs to be taken to prevent harm. It can only be used when a child is demonstrating a behaviour that you want them to stop and relies on the adult refraining from using talk and emotion when interacting with the child. It involves counting to provide the child with a number of warnings to refrain from the behaviour they are demonstrating, followed by a time-out consequence should the behaviour not cease.

Stop Behaviours: Minor everyday poor behaviour choices, such as:

- Arguing with another child or an adult
- Shouting out
- Running inside the classroom or building

123 Magic steps:

1. *'That's 1'*

This may be followed by one simple explanation of the poor behaviour that needs to stop, only if necessary. Wait for a few seconds for the behaviour to stop. If behaviour stops, that is the end of the interaction, everyone moves on. If the behaviour continues, move on to step 2.

2. *'That's 2'*

Wait for a few seconds for the behaviour to cease. If behaviour stops, that is the end of the interaction, everyone moves on. If the behaviour continues, move on the step 3.

3. *'That's 3'*

Child is expected to go to the time-out area within their classroom or on the playground (depending on where they are when they receive the consequence)

The consequence is a 5 minute time-out for children in Early Years and K81 and 10 minute time-out for children in KS2. Time out will be taken as soon as possible after the incident, to allow the child involved time to reflect on their behaviour and be removed from the situation; timeout should not be taken in an unsupervised area.

If it is not practical for time out to be taken immediately it may be deferred to lunchtime or break time. At a later point the class teacher and the child should discuss the behaviour using the Restorative Questions in order to help the child understand the impact of their actions on others and in order to restore their relationship.

N.B The class teacher should record all behaviour incidents which led to a time-out on Sims.

9.2 Fixed-term and Permanent Exclusions

Repeated or very serious incidents of unacceptable behaviour may result in fixed-term and permanent exclusions. More information can be found in the **HAT Exclusion Policy**.

Short term fixed exclusions may be put into effect if:

- There has been a series of violent incidents that put staff and/ or children at risk
- There has been one serious incident which in itself is deemed serious enough
- The resources and staffing cannot meet the needs of the child to keep him/her safe
- There has been a series of incidents that are deemed unacceptable

The child will be reintroduced to the academy via a restorative meeting with the child and parents or a restorative conference should this be deemed appropriate. Children will have an agreed reintegration plan at this point, which may include a gradual introduction on a part time timetable.

The Principal has the authority to exclude a child from the academy. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one academic year.

The Principal may also exclude a child permanently. It is also possible for the Principal to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal permanently excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time it must be communicated to the parents that they can, if they wish, appeal against the decision to the governing body. The Principal informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Academy Committee (governors) cannot either exclude a child or extend the exclusion period made by the Principal. The Academy Committee has a personnel appeals committee which is made up of between three and five representatives. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the local authority, and consider whether the child should be reinstated. If the Academy Committee's appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

9.3. Exceptions to the behaviour policy

We recognise that this Relationship and Behaviour policy and the practice it supports needs to be responsive to individual needs. As such, it may be necessary to make reasonable adjustments to this policy for children who may display inappropriate behaviour, relating to a special educational need. In these circumstances staff may implement a differentiated response in recognition of the additional difficulties these children may have in managing their actions and understanding their own feelings. Although the methods of supporting these children may vary, it remains our firm expectation that all children behave in socially acceptable ways and we believe that effecting positive behavioural change is always possible.

Information on children with Special Educational Needs will be shared with all staff. The needs of these children will always be taken into account when managing their behaviour and supporting them within the classroom. It may be necessary to follow an individual behaviour plan for some of these children and manage their behaviour in a different way from that stated above. The Behaviour Support Plan | Pastoral Support Plan will be updated regularly and shared with the pupil, parents and all relevant staff.

10. Roles and Responsibilities

The following section is a list of roles and responsibilities for this policy. These are essential if the procedures and practices are to be adhered to.

10.1 Class Teachers must

- Ensure academy values are kept to in their classroom and on the playground through adhering to procedures set out in this policy
- Have high expectations of the children in terms of relationships and behaviour
- Provide appropriate opportunities for personal development for all the children in their class
- Treat each child fairly and with respect and understanding
- Record all behaviours which result in restorative intervention or a time-out on Sims

10.2 Support staff, Volunteers & Students must

- Ensure academy values are kept to in the classroom and on the playground through adhering to procedures set out in this policy
- Have high expectations of the children in terms of relationships and behaviour
- Treat each child fairly and with respect and understanding
- Report any incidents leading to restorative intervention or a time-out so it may be recorded on Sims.

10.3 Teaching Assistants must

- Support the teacher with relationship and behaviour management
- Support the development of a positive classroom climate
- Help children to manage their relationships and behaviour positively
- Listen to children, supporting them to communicate their concerns and feelings through Restorative Approaches
- Ensure academy values are kept to in the classroom and on the playground through adhering to procedures set out in this policy

10.4 Principal must

- Support staff in implementing the Relationship and Behaviour Policy consistently throughout the academy, and to report to Academy Committee, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the academy
- Keep records of all reported serious incidents of unacceptable behaviour
- Be responsible for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour
- Be responsible for permanently excluding a child for repeated or very serious acts of anti-social behaviour
- Inform the Academy Committee of any fixed—term or permanent exclusions

10.5 Parents must

- Know and support the academy values
- Support the actions of the academy if a reasonable consequence has been applied to their child
- Report any concerns relating to a response to their child's relationships and behaviour, to their child's class teacher
- Report ongoing or unresolved concerns relating to a response to their child's behaviour, to the Principal.

10.6 The Academy Trust Directors must:

- Be responsible for reviewing the effectiveness of this policy
- Support the Principal in implementing this policy consistently throughout the academy
- Provide an appeal panel following a fixed term or permanent exclusion, should the need arise

11 Monitoring

The Principal will review the effectiveness of this policy on a weekly, termly and annual basis.

Monitoring may include:

- Classroom Observations
- Playground Observations
- Analysing and reporting from Sims
- Feedback from individual children
- Feedback from parents

12. Review

The Academy Directors review this policy annually. They may, however, review the policy earlier if the government introduces new regulations, or if the Academy Directors receive recommendations on how the policy might be improved.