



<b>Title</b>	<b>Relationship &amp; Behaviour Policy</b>
<b>Reviewed</b>	<b>September 2021</b>
<b>Next Review</b>	<b>September 2022</b>
<b>Associated Policies</b>	<b>PSHCE Policy Safeguarding Policy Anti-bullying Policy</b>
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# **Relationship & Behaviour Policy**

## **September 2021**

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 I REACH**

**Inspiration:** We aim to inspire others with our positive attitudes to our learning, our relationships with others and the world around us.

**Resilience:** We never give up in our pursuit of excellence

**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.

**Co-operation:** Mutual assistance as a goal to strive for; we learn how to make friends and to get along with a wide variety of people.

**Honesty:** We tell the truth and are trustworthy.

## **4 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.

### **4.1 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***

- Children line up in classes at the start of each day and at the end of each break and lunch session and are escorted into the buildings by an adult
- Children enter and leave assembly in silence

#### **4.2 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 when necessary in their classrooms, corridors and everywhere else in the academy community. The principles of Restorative Approaches will be a regular feature of the training day agendas 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.

#### **4.3 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?

Key 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.

#### **4.4 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?'*

#### **4.5 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:

##### **4.5.1 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.

##### **4.5.2 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.

##### **4.5.3 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 be

trained staff (KC/SM) 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.

## **5 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 or the responsible child.

## **6 Rewards**

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

### **6.1 Instant rewards**

#### *Smiles, Praise, Positive Comments, stickers*

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. 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. Class Dojo points lead to bronze, silver, gold and platinum certificates which are awarded in the whole school awards assembly.

#### *The Rainbow Wall*

The rainbow wall is located on the wall outside the Principal's office. When children demonstrate any of the I REACH values they may be nominated by an adult to move their name up the Rainbow Wall. Once they have reached the top, children may choose a reward from the treasure chest.

### *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.

## **6.2 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 I REACH values or for an outstanding piece of work. Each child receives a certificate and is invited to The Principal's Lunch, they also receive a pencil and a certificate.

### *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. 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.

## **6.3 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.

## **7 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 the Restorative Approach or when the restorative approach is not appropriate. 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)

A child may be given a 'straight 3' if a behaviour is deemed significant and an immediate stop is required; for example hitting another child or use of inappropriate / bad language.

The consequence is a 5 minute time-out for children in Early Years and KS1 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.

The number of 3s awarded throughout the week is monitored. If a child receives 3 3s in one week they miss part of their lunch break to engage in reflective conversations with KC/SM in order to support more positive future behaviours.

N.B Staff members should record all behaviour incidents which led to a time-out on CPOMs. Staff members should note the antecedent, behaviour and consequence (ABC).

## **7.2 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 Directors cannot either exclude a child or extend the exclusion period made by the Principal. The Directors have a personnel appeals committee which is made up of between three and five representatives. This committee considers any exclusion appeals on behalf of the Board of Directors. 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' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

### **7.3. 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.

## **8 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.

### **8.1 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 CPOMS

## **8.2 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 CPOMS.

## **8.3 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
- Report any incidents leading to restorative intervention or a time-out so it may be recorded on CPOMS.

## **8.4 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
- Report any incidents leading to restorative intervention or a time-out so it may be recorded on CPOMS.
- 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

## **8.5 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.
- Attend any parenting training or support as required

#### **8.6 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

### **9 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 CPOMS
- Feedback from individual children
- Feedback from parents

### **10. 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.