



# Behaviour and Relationship Policy

## Policy Statement

Luttons Community Primary Academy understands that children present with a variety of behaviours for a variety of reasons, from experiencing everyday emotions which they may find difficult to articulate, through to Adverse Childhood Experiences and/or Childhood Trauma.

As such, the Academy prioritises the building of positive relationships between children and staff and children and their peers, as well as with parents and carers and the wider community. We aim to promote qualities of pro-social behaviours, emotional self-discipline, respect for others and positive attitudes to learning and towards each other. We believe that, in partnership with parents, we can teach children to regulate their own emotions and behaviour to develop lifelong relational competence that is associated with positive holistic life outcomes.

## Rationale

A clear framework for promoting pro-social behaviour is essential for effective teaching and learning and enhances the mental well-being of pupils and staff. It is a prerequisite for maximising academic and wider life outcomes and builds relationships with children and their parents based on mutual trust and cooperation.

We believe that it is essential to maintain clear boundaries and expectations so that children feel safe in our schools. This provides a secure system in which children can thrive in a nurturing, structured environment with consistent, predictable routines, expectations and responses to behaviour.

Responses to and consequences that follow certain behaviours are made clear to children and follow up discussions should be seen as opportunities to help children understand about what is wrong and right and how to manage their emotions and responses in the future. **See Appendix 1 – Restorative Practice Questions.**

Our behaviour system is underpinned by consistency, empathy, trust, positive relationships and restorative reparation. We believe that this approach is inclusive and beneficial to all children within our school communities, and all have an opportunity to display positive, pro-social behaviours and through this system will be able to learn how to identify, understand and control their emotions and understand acceptable and appropriate behaviours.

## Aims

- To create a safe, happy, calm and purposeful working atmosphere, conducive to learning and emotional well-being
- To develop trusting and positive relationships between staff and children, children and their peers and between school and all stakeholders.
- To work in partnership with parents to maintain high levels of pro-social behaviour and emotional regulation throughout the schools
- To help all children to understand and acknowledge their emotions and learn strategies for self-regulation
- To help all children accept responsibility for their own behaviour
- To develop empathetic responses and an awareness of and respect for the needs of others
- To teach and maintain non-abusive strategies for conflict resolution and engage with restorative practice
- To maintain an environment in which respectful, positive relationships thrive and where all members of our school communities take responsibility for reporting and tackling any form of bullying or discriminatory behaviour

- To offer differentiated behaviour support for children with social, emotional or mental health needs or other SEN who require additional support to meet our behaviour expectations

## Promoting Pro-Social Behaviour

### Whole School Strategies

- Providing feedback on behaviour in parent consultation meetings or as and when needed
- Working in partnership with parents as and when needed to repair and restore after challenging behaviour
- Sharing positive behaviours with parents and encouraging children to share with parents after positive praise
- Whole School themed days/weeks to focus on specific aspects of behaviour – Anti Bullying Week, Children’s Mental Health Week, Theme of the Week (based on Values, positive behaviours, PSHE and RE curricula)
- Maintaining a quiet and calm school environment – within classrooms and also transitions and play times
- Prioritising the development of positive relationships between all stakeholders
- Consistently promoting high expectations and developing clear and consistent routines in classrooms and around the school including transition between areas within school and arrival and home times.
- To encourage the development of emotional literacy daily check ins are used. This also runs alongside our PSHE/RSE curriculum and contextual safeguarding curriculum.

### Individual and Group Strategies

- Using behaviour specific and child specific positive praise through words, actions and facial/body language
- Adults praising their own children within the classroom and all children around the school - “Notice the Good. Praise the Positive”
- Praise may be public or private dependent on individual need (some children, especially those with attachment need may find public or overt praise unsettling)
- Using children’s work as an example to celebrate “What a Good One Looks Like” or for effort, perseverance, resilience, progression and not just attainment
- Messages or phone calls home – especially where behaviour has previously been challenging or concerning and is now more positive
- Asking for SLT to visit the classroom to praise positive behaviours or to talk quietly to children whose behaviour is causing concern
- Using positive behaviour strategies within class to act as role models and inspire others: “Thank you (child’s name) I can see that you are ready”, “Well done yellow group, I can see that you are settled and working hard”. Avoid choosing groups or individuals that are not doing as asked.
- Teaching children how to be independent in the first instance in dealing with others’ behaviours through the “Debugging” process. **See Appendix 2 – The Debugging Process**

# **The Luttons Community Primary Academy Behaviour System**

Our behaviour system is based on a consistent, positive, relational and restorative approach whilst also challenging and addressing behaviour that does not meet basic expectations.

## **Statutory Context**

This policy has been devised with consideration to the following policies: Education and Inspections Act 2006; School Standards and Framework Act 1998; Education Act 2002; Equality Act 2010; SEN Code of Practice

## **Raise a Hand for Attention**

To gather children's attention, the adult will raise one hand. The children will notice this and reciprocate. The adult will wait for all children to have a hand raised, empty hands, eye contact and no talking before speaking. This will alleviate the need for adults to raise voices indoors or out.

## **Heart Positions**

This mantra is to help children remember good learning behaviours.

**H – High Energy** (Sat Smartly)

**E – Empty Hands** (We do appreciate that some children may need a fiddle toy etc)

**A – Active Listening**

**R – Ready to Learn**

**T – Trust** (we trust that adults and children alike are respectful of one another and ready to learn)

## **Behaviour Expectations - See Appendix 3**

These are the basic behaviour expectations of all children. These behaviours are accessible for all children regardless of SEN, background or emotional need.

## **Star of the Week**

Each week a number of children from each class will be nominated to receive a Star of the Week certificate in assembly on a Friday. This will be presented by the Head/Assistant Head. It may be awarded for social, emotional or academic behaviours or for meeting the Behaviour Expectations or going Over and Above. It may be linked to the class Focus Behaviour.

## **Headteacher Award**

Each week children can be nominated to have a certificate from the Headteacher. It may be awarded for social, emotional or academic behaviours or for meeting the Behaviour Expectations or going Over and Above. It may be linked to the class Focus Behaviour.

## **Dojo Points**

Children are awarded Dojo points for various reasons. This, for example, could be for showing good learning behaviours, kindness, respect and resilience. Dojo certificates will be awarded when your child has collected a certain number of points.

## **Positive Approach**

Adults in school use a consistent approach to promoting good behaviour choices. Positive language is used to promote these choices and where children have shown this they may be given the opportunity to move onto 'Wow' on the behaviour expectations chart. Where children make 'Wow' choices, these are celebrated with peers in school and adults at home. Children will receive a 'Wow' sticker and may also be given the opportunity to phone their Parents/ Carers to share the reason why they have gone onto 'Wow'. In school there is a culture of positive praise where all staff recognise children who have stood out for showing respect, kindness or positive learning behaviours.

## **Consequences**

Luttons Primary Academy has high expectations for behaviour. We expect our children to treat their peers and the adults that work with them with respect and kindness. Where children make negative choices they will be given the opportunity to reflect on these using the guidance from the behaviour expectations chart. If a child does not follow our whole school behaviour expectations they will be given a reminder to improve the behaviour choices they make. Adults use the language of 'Wobbly' and 'Unacceptable' when considering poor behaviour choices and children are encouraged to reflect on the impact of their actions. Where children make 'Unacceptable' choices Parents and Carers are informed of this. Parental engagement is crucial to ensure that school and home are supporting children to understand the consequences of their behaviour choice.

Children who do not make the right choices of following our school rules will face certain consequences:

1. Gentle reminder about what is expected of each child
2. Child's name is moved from 'Good' on the Behaviour Expectations Chart to wobbly behaviour\* or unacceptable behaviour dependant on the behaviour shown
3. Headteacher/ SLT informed if the behaviour is unacceptable.
4. Loss of privileges including time from playtime or lunchtime. Time used to reflect on the behaviour shown and what behaviour choices should be made.
5. Exclusion from the class for extended 'Reflection' time and restorative work to consider the impact of the child's actions
6. Parent/Carer informed.
7. Exclusion from school

\*If a child makes a 'Wobbly' choice they are able to move back to 'Good'

See overleaf for the Behaviour Expectations used throughout school



#### \*Wow Behaviour\*

- I have made an adult in school proud of me for doing something extra special
- I have shown perseverance even when I have found something challenging
- I am being a role model to others



#### \*Wow Behaviour\*

- I will make my friends and the adults in school and at home proud
- I will move my name on our class Behaviour Expectations chart to Wow
- I will receive a Wow sticker
- My Parent or Carer may be contacted by phone or DoJo



#### Good Behaviour

- I have shown kindness
- I am a positive learner even when I might find it tricky
- I am always a polite and kind member of the team
- I am showing respect to others
- I am following the school values and the HEART mantra



#### Good Behaviour

- I am making my learning environment a safe and happy place to be
- I will be proud of the learning I have completed
- My team will be proud of me
- My team will praise me for being a positive role model



#### Wobbly Behaviour

- I have disrupted other children during learning
- I am not working as hard as other members of my team
- I am not thinking about how my actions are making others feel



#### Wobbly Behaviour

- I will be given a reminder about my choices
- I will move my name to Wobbly
- I will take time to reflect on my choices
- I will make up for lost learning



#### Unacceptable Behaviour

- Physical harm to others - kicking punching, spitting, scratching.
- Persistent refusal - not listening to adult instruction, not completing my work.
- Damage to property - throwing or tipping chairs and tables, throwing or breaking equipment.
- Using inappropriate language - Swearing, racial and homophobic abuse



#### Unacceptable Behaviour

- I might lose my place in school
- I will lose my social time
- I will repair the harm I have caused
- I will have a phone call home

## Supporting Children with Social, Emotional and Mental Health Issues

At the Luttons Community Primary Academy, we are very aware that some children may have persistent difficulties meeting behaviour expectations because of identified Social, Emotional and Mental Health needs. For this reason, our Behaviour System is not seen as a “one size fits all” and can be adapted in response to individual need.

It is helpful for adults to understand that these children struggle to handle something difficult and therefore need support to manage distress, rather than thinking of them as choosing to behave “badly” or are “naughty” and concluding that they need to be “punished”.

## Positive Physical Intervention (PPI)

If the behaviour of a child becomes physically aggressive and threatens the safety of that of themselves and/or another person (child or adult), staff will work as a team to prevent anyone being hurt or put in danger in accordance with the Education and Inspection Act 2006.

No member of staff should restrain a child unless they are properly trained **unless** there is an imminent threat of danger or risk of injury to themselves, the child, other children or colleagues. This may also include risk of significant damage to school property.

Staff have been trained in how to support colleagues dealing with a child displaying physically challenging behaviour and relevant de-escalation techniques.

The decision to use reasonable force is down to the professional judgement of the trained staff member concerned and depends on individual circumstances. It is the duty of the Headteacher to ensure that appropriate training is provided for identified staff. However, if, in an emergency, staff had to intervene in circumstances outside of their previous training or experience, a full review of the situation would be completed, analysed and further training for staff would be provided if necessary.

The reporting of a PPI incident and the required paperwork should be completed alongside the Headteacher as soon as possible after the incident. Members of staff involved will report to the Headteacher and the incident logged and information shared with the parents or carers of the child involved in the incident.

## Bullying

**Bullying, in any form, is not tolerated at Luttons Community Primary Academy**  
**Preventing bullying is everyone's responsibility**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Children and all school staff, volunteers and adults on placements are made aware of their responsibilities in stopping bullying from happening and reporting any incidents immediately to the DSL/DDSL. All school staff, volunteers and adults on placement receive training on bullying – the definition, the types and the reporting procedures – as part of Statutory Safeguarding Training, at inductions before commencement of placements and in response to specific incidents.

In the Academy we provide opportunities for children to understand this concept and to develop successful social and emotional literacy and resilience. This is built into our age appropriate PSHE and RSE curricula as well as assemblies sharing the anti-bullying, relational, restorative culture of the school.

### See Appendix 4 – STOP Poster

Where children feel that they are being bullied and have the need to report it, we ensure that adults are available and listen respectfully and sensitively, valuing what a child has to say in line with the Ebor Anti Bullying Policy.

Regular opportunities to capture pupil voice enable school leaders to obtain an overview and analyse children's perceptions and thoughts about bullying and the response given if incidents occur.

Information about bullying is shared with parents so that they are confident in how to raise a concern if needed. Outside agencies such as the school PCSO is utilised if needed to provide support to investigation or post incident conversations.

There are various types of bullying:

1. Physical – hitting, kicking, pinching etc and theft

2. Verbal – name calling, racist, religious, homophobic, and/or transphobic remarks, derogatory remarks about additional needs/or disabilities, physical appearance, health conditions, contextual (e.g.: young carers)
3. Indirect – spreading rumours, excluding someone from social groups
4. Cyber Bullying – the inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, messenger apps, websites and social media outlets and sending offensive or degrading images via phone or via the internet.
5. Sexual Harassment or Abuse – the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Sexual harassment includes a range of actions from verbal comments to physical sexual abuse or assault.

Bullying in any form – physical, verbal, emotional, online – is not tolerated within our Academy either between adults and children, children and their peers or between colleagues. In our Academy we aim to build an inclusive community based on safe, kind, respectful relationships.

Should an incident of bullying be reported, a thorough investigation will be carried out. This will involve gathering statements from victims and any witnesses as well as the views and feelings of children involved. Children who have allegedly been bullied as well as children who have allegedly bullied will also provide statements as part of the investigation.

Children who have allegedly been bullied will be reassured and supported by SLT and familiar adults. They are offered help and support in dealing with the consequences of bullying and will be helped to effectively deal with any repeated incidents.

Children who have allegedly bullied are also made to realise that bullying is unacceptable and will not be tolerated. These children are also supported in reflecting on their words and/or actions to prevent repeated incidents and safeguarded against possible backlash from other children.

Parents of children who have allegedly been bullied and who have allegedly have bullied are informed and face to face meetings are offered to share the findings of investigations and to offer support for the children and their families.

Ideally a process or restorative conversations between children involved in the alleged bullying, supported by appropriate adults, will take place for a full understanding of the impact bullying can have on individual children. This will be completed with the consent of the child who has allegedly been bullied and the child who has allegedly bullied and their parents.

Class teams of children involved in alleged bullying incidents are informed to that they may support the children within the class and school communities.

Messages around the unacceptable nature of bullying are shared with the wider school community through assemblies and through the PSHE and SRE curricula, with specific lessons and assemblies planned and delivered in response to bullying incidents.

## **Child On Child Abuse**

### **Child on Child abuse in any form is not tolerated at Luttons Community Primary Academy**

We encourage a culture of safety and respect where children know they are able to report any incidents of child-on-child abuse confidently to trusted adults who will listen with sensitivity and will be taken seriously.

Robust systems are in place to investigate any such incidents within the Academy. Consideration is given in equal measure to how the victims and perpetrator and other children might be affected by incidents of child-on-child abuse and support is offered to all parties. Conversations with parents also form part of the investigation process and support is also offered to parents of victims and perpetrators and of any other children affected.



Incidents of child-on-child abuse are reported to the Designated Safeguarding Lead immediately and a 15 Step Plan as well as appropriate Safety Plans are actioned with immediate effect, safeguarding the victim, the perpetrator and other children.

Reflection and analysis take place after any incidents and lesson learnt are also inserted into policy and practice. Staff are trained to recognise the signs and symptoms of child-on-child abuse as part of the annual Statutory Safeguarding Training as well as how to listen sensitively and the reporting procedures. This training also forms part of inductions for volunteers and adults on placement.

## **Exclusion – also see the Exclusion Policy**

At Luttons Community Primary Academy, exclusion is only used as a last resort. When a child returns to school following a period of exclusion, they will be invited to meet a member of SLT with their parent or carer to welcome them back into the school community, to reset boundaries and to have a “fresh start”. These meetings will be minute-ed and recorded.

## Appendix 1 – Restorative Practice Questions



## Appendix 2 – Debugging Process

# Debugging

If someone is bugging you,  
try to ...

1. Ignore them



2. Move away



3. Talk in friendly way



4. Talk firmly



5. Get adult help



## Appendix 3 – Behaviour Expectations



# Behaviour Expectations

Be polite and respectful to everyone at all times.

Be helpful, kind and a good friend.

Show effort, resilience and pride in your work.

**S** everal

**T** imes

**O** n

**P** urpose



**S** tart

**T** elling

**O** ther

**P** eople

## References

- Mental Health and Behaviour Policy (DfE 2018)
- Behaviour Policies (developing attachment friendly policies) – Dr Cathy Arden (CYC Educational Psychologist Service 2020)
- Restorative Practice Strategies – Phil Bence – (BOSS Project 2021)
- Persistent Demand Avoidance – Harriet Powell – (BOSS Project 2021)
- Trauma and Attachment – Dr Cathy Arden (CYC Educational Psychologist -2020) and Harriet Powell (BOSS Project 2021)
- Beacon House – Therapeutic Services and Trauma Team Resources
- “When Adults Change, Everything Changes” Paul Dix (2017)