



Tarleton Mere Brow CE Primary School

Behaviour and Relationships Policy



Tarleton Mere Brow: A Distinctively Inclusive and Christian School

Tarleton Mere Brow is a distinctively inclusive and Christian school, serving the local community. Governors and staff share the ambition that all pupils will succeed and enjoy their time at this school. This is captured well in our motto:

"Let Your Light Shine."

Matthew 5:16

Faith and Values

Faith is fully embedded in our classrooms. The gospel values of love, joy, hope, truth, trust, peace, forgiveness, creativity, and respect are the golden threads that weave their way through the fabric of our daily lives. We want our school to provide a happy environment where learning can take place harmoniously and children can enjoy coming to school because they feel safe, seen, soothed, and secure.

A Caring and Orderly School

It is the responsibility of all staff, governors, parents/carers to ensure that the children are educated in a caring, friendly, and orderly school. We strive to work together to achieve these worthwhile goals. Our staff are all trained in Adverse Childhood Experiences (ACEs) and trauma-informed practices, and we have a member of staff trained as a Mental Health First Aider.

Behaviour and Relationships

We aim, through this policy, to create a simple and effective system to support the behaviour and relationships of the children at our school. Relationships build our self-esteem and foster our sense of belonging. Best practices are embedded to promote growth and provide opportunities for children to reflect and develop skills such as communication, confidence, resilience, and independence.

Development and Reflection

This policy is a working document that will develop over time through input from pupil voice, staff voice, community engagement, and current research. It reflects best practices and current research on Attachment and Trauma, Paul Dix, ACEs, The Restorative Approach, and the Education Endowment Foundation's guidance on 'Improving Behaviour'.



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Aims

1. To encourage a calm, purposeful, and happy atmosphere within the school.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
3. To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
4. To ensure safety by making boundaries of acceptable/appropriate behaviour clear.
5. To create a common sense of direction and feeling of purpose for pupils, staff, and parents.
6. To ensure that our children experience success, which can be developed through the National Curriculum and broader curriculum.
7. To ensure that our children recognise their own personal development and mental health as a priority.

Objectives

- a) Expectations of good behaviour are made clear.
- b) We encourage sociable behaviour by promoting mutual respect.
- c) Children are encouraged to take responsibility for their own actions and behaviour.
- d) Positive behaviour is recognised and rewarded.
- e) A whole school approach is used when dealing with inappropriate behaviour.
- f) Parents are involved in any support programs.
- g) Children are encouraged to report examples of positive behaviour.
- h) Where appropriate, the support of other agencies, such as Educational Psychologist, Behaviour Support Service, and Learning Support Service is enlisted. WISH - West Lancashire Inclusion Hub for behaviour support to prevent suspensions/exclusions.



Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To co-operate with other children and adults.

Staff responsibilities:

- To know and understand our pupils and their influence.
 - To offer good role models.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with parents/carers.
- To encourage children to be self-reflective of their own behaviours and needs.
- Use targeted approaches to meet the needs of individuals in school.
- To work consistently and coherently as a whole school.



Parents' responsibilities:

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.

Example of best practice

| Aims | Examples of best practice at Mere Brow CE Primary School |
|------------|---|
| 1, 2 | <p>Encouraging good behaviour: positive encouragement:</p> <p>Staff congratulate and praise children including good behaviour, which is noticed, encouraged, and often rewarded.</p> <p>We celebrate achievements with others, (rewards are discussed with children and staff respond to their input) From discussion with our children they have responded positively to:</p> <ul style="list-style-type: none"> ▪ Special Celebration Assemblies. ▪ Positive feedback to parents ▪ Class Dojo points ▪ Stickers ▪ Class reward days ▪ Presenting good work to the Headteacher or other class teacher |
| 1, 2, 4, 7 | <p>Class / School Behaviour Management:</p> <p>There are clear and consistent approaches across Whole School: Creating safety, both physical and emotional with clear and consistent use of rules and consequences.</p> <ul style="list-style-type: none"> • Golden time and break time earned / lost for behaviour that has been unsafe or repeated after input. • Bring children together quickly (examples below): • Three whistles on the playground • Stop, everything down, eyes on me. • Clap the pattern – Are you listening? Yes, I am. <p>We ensure that feelings are part of the PSHE curriculum and included in assembly/ worship themes.</p> |



1, 2,
3, 4,
6, 7

Promoting respect for individuals

We promote respect for individuals by:

- including their culture and background
- modelling desired behaviour
- listening to children and communicating that you have heard what they have said.
- Raising self-esteem by ensuring pupils experience and recognise their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible,

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Building Relationships

All staff to listen to children and build a relationship and rapport.

All staff to understand that behaviour is a form of communication and to consider what may be causing misbehaviour.

All staff to aim to focus on solutions rather than problems and consider language used with children:



by WholeHearted School Counseling



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| <p>1, 3, 4</p> | <p>Regulation Approaches including Playtimes and Lunchtimes:</p> <p>All staff to have a good understanding of <i>Maslow's Hierarchy of Needs</i> (see Appendix) and to support child, if possible, e.g. cold – supply a spare jumper / hungry – offer snack</p> <ul style="list-style-type: none"> ▪ Use of emotion coaching – encouraging children to identify and share their feelings facilitating this through I feel... because... conversations. ▪ Allow children time to feel heard from both points of view. ▪ Remind children of rules, rights and responsibilities and consequences (loss of golden time / break times) ▪ Give regulation time at the friendship bench. ▪ Allow child to regulate in safe space inside (if appropriate) ▪ Regulation with a member of staff or member of SLT ▪ Pass on any relevant information to other members of staff. <p>If a child presents unsafe behaviour and unable to move away from the situation, then move other children away to keep all children safe.</p> <p>If any pupil is struggling on the playground, either due to circumstances outside of school or for any reason in school and don't want to be on the playground at lunchtime they can talk to Miss Rowe or Mrs Livesey about an alternative.</p> |
| <p>1, 3</p> | <p>Coming into school</p> <p>We believe how the day starts sets the tone for the rest of the day. We firmly believe that all children should receive a warm welcome as they enter school. A member of the Office/ Leadership staff will be at the entrance gates each morning to say hello / good morning to all.</p> <p>The class teacher will be in the classroom to welcome them into their class.</p> |
| <p>1, 3</p> | <p>Coming in from Breaks and Lunches</p> <p>As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. We operate the following system:</p> <p>At the end of the break the whistle is blown – all children stop what they are doing and stand still. Class names are then called out in turn, and they line up in their allocated place ready to come in.</p> |
| <p>3, 5</p> | <p>Pupil Responsibility</p> <p>We create opportunities for student leadership: Pupil Leadership Team; Worship Team, Play Leaders, and Hedgehog Helpers. These roles are assigned special responsibilities and discussed with the children on how to fulfil these.</p> |

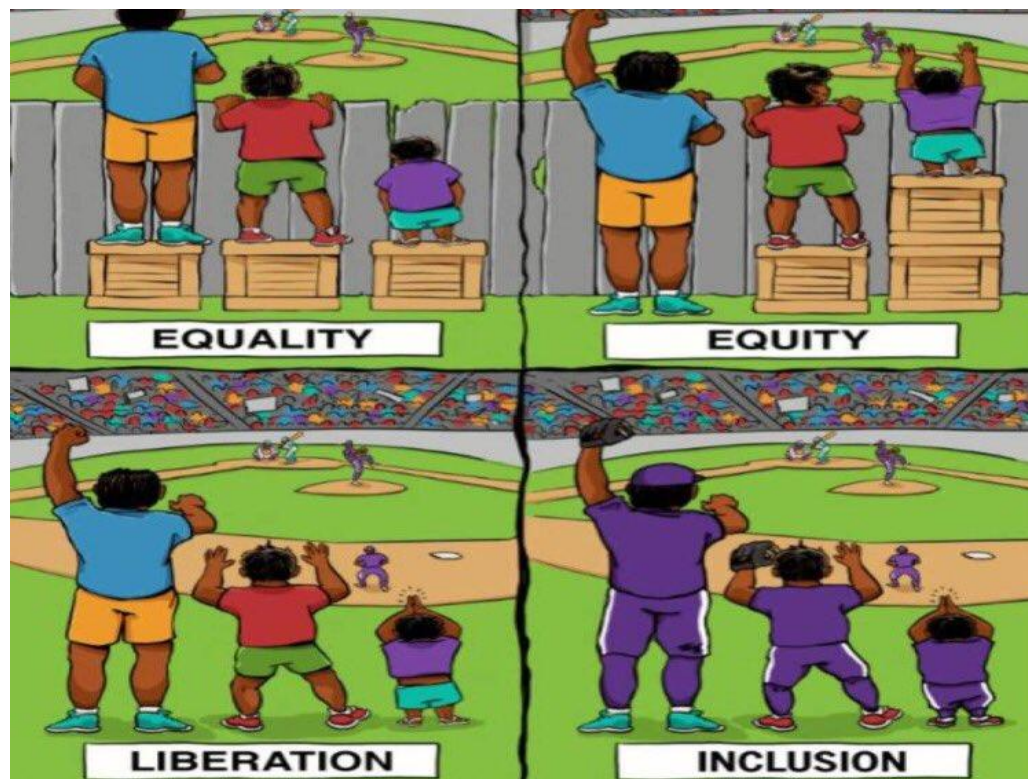
1, 2,
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Inclusive Practice

We invite our governors in to watch classes and lessons to see how the children are experiencing successes in the National Curriculum and how behaviour is managed throughout school.

Professional discussions take place (between staff and the governing body) to ensure all children are supported well.

We strive to remove barriers to achievement and success so that we are doing our very best for all children.



3, 7

Managing behaviour - targeted intervention

We offer weekly counsellor sessions for prioritised children.

Professional discussion weekly with all staff to monitor children's needs and SEAL priorities.

Groups (nurture / sensory / movement) are created to target children's needs.

Individualised strategies to support children to emotionally regulate, build self-esteem and reduce worries.

Targeted interventions and/or work with external agencies, such as Heads Up Transition to High School Programme offered



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| 2, 3, 4 | <p>Managing incidents of unacceptable or inappropriate behaviour outside of school</p> <p>The DfE state the following in their guidance; https://www.gov.uk/government/publications/behaviour-in-schools--2</p> <p><i>Pupils' conduct outside the school gates – teachers' powers What the law allows:</i> 23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "To such an extent as is reasonable".</p> <p>Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.</p> |
| 1, 2, 3, 4 | <p>Restorative Discussions.</p> <p>Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.</p> <ul style="list-style-type: none"> • Everyone must be given enough time to calm down before the restorative discussion takes place. • Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise, it must be an adult that was involved in the incident who supports with the discussion. • All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent, and respectful. • Discussions are held in a calm, quiet, private place. <p>Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:</p> <ol style="list-style-type: none"> 1. What happened? 2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to. 3. Who did this affect? Staff, pupils, and others. Include others who witnessed the incident. 4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did? 5. What each person was thinking and feeling at the time, before and since. 6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences. 7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder e.g. social story, visual/written plan of action etc. |



| | |
|--|---|
| | <p>How children can sort out their own difficulties</p> <p>Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.</p> |
| | <p>Suggested Strategy for resolving conflict:</p> <p>Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.</p> <p>When a more formal conversation between children is required, the following structured conversation might be used:</p> <p>Each child is allowed their say, while the others listen with no interruptions. Each child has a turn to say:</p> <ol style="list-style-type: none">1) what the other(s) has/have done to upset them2) how they feel about it3) how they would like them to behave in future <p>Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:</p> <ul style="list-style-type: none">• the turns are taken.• children adhere to the three steps.• they listen to each other and maintain eye contact. <p>If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.</p> |



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Managing Behaviour over time:

The Head teacher, Assistant head, SEMH Mentor monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the head teacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally, the class teacher retains responsibility for managing behaviour of children in their class.

Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- Awarding Dojo points in recognition of compliance with school expectations, such as completion of homework
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

The Head teacher's involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to SEMH lead teacher to identify possible strategies
- Issuing of consequences such as isolation from break times/ Golden time, lesson times or needing to go home at lunchtimes
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENDCO to discuss possible SEND
- Liaison with external agencies for support
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful



Use of Force Key Points Regarding 'Use of Force '

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders should support their staff when they use this power.

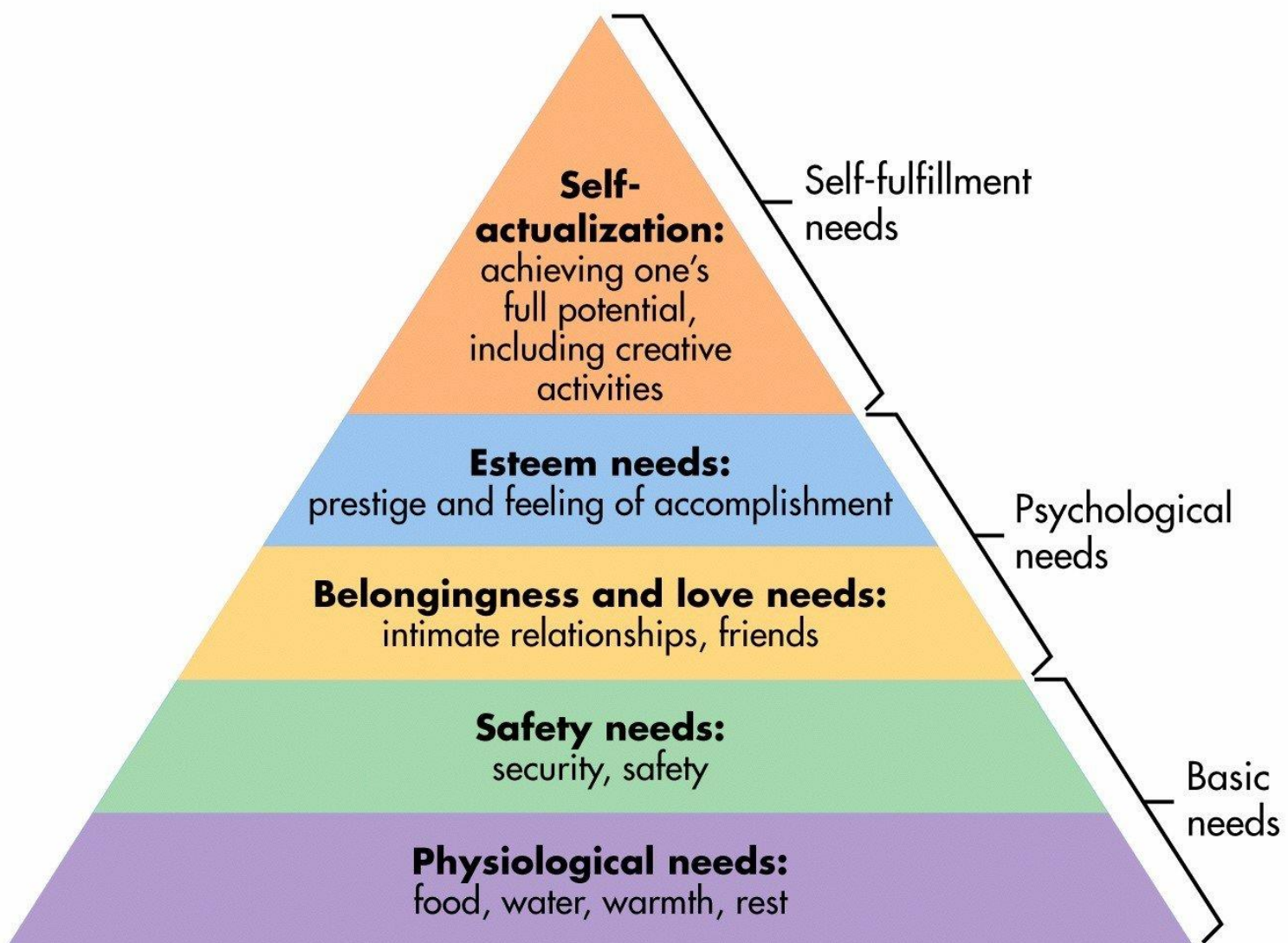
What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.



Appendices

- Maslow's Hierarchy of Needs
- Paul Dix – Quotes to support our approach to behaviour management.
- The Restorative Approach compared to other approaches
- Understanding ACE's
- Six stages of a Crisis
- Reframe the Behaviour





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It is a consistency rooted in kindness, not in the machismo of zero tolerance.

Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.

It seems that the behaviour of a few leaders is pivotal to the success of such initiatives. Many would argue that their behaviour is pivotal to the success of the school. Without visible consistency from the top, collaborative agreements are just discarded sticky notes at the end of an INSET day.

Token economies, where a credit or merit system is used to reward individuals, can never be consistent. It always rewards the highest achievers or the worst behaved...They do not add anything to behaviour practice that can't be done with a sincere 'well done' or a round of applause from the class.

THE COST OF ADULT EMOTION - When adult behaviour is wobbly there are lots of hidden costs.

The knock-on effect on the workload of others is considerable. If we don't address the language we use by default then we risk the greatest inconsistency of all: managing poor behaviour with improvised responses.

You can land a sanction with a hard edge or you can land a sanction with an immediate reminder of the child's previous good behaviour. Done well, with good timing and perfect tone, there is a little magic here:

"It was the rule about ... (lining up/staying on task/bringing military hardware into school) that you broke. You have chosen to ... (move to the back/catch up with your work at lunchtime/ speak to the man from Scotland Yard). Do you remember last week when you ... (arrived on time every day/got that positive note/received the Nobel Prize)? That is who I need to see today ... Thank you for listening.

(Then give the child some 'take up' time.)" ...Save your finest performance for when it has **most impact:** when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention.

Great policies embed basic expectations with absolute certainty while allowing professionals the autonomy to meet the needs of individuals.

Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic.

There is a reason why the UK has the highest imprisonment rates in the European Union, and it is the same reason why sticking children in silent detentions or imprisoning them in isolation booths doesn't solve anything...

Consistent, calm, adult behaviour. First attention for best conduct. Relentless routines. Scripting difficult interventions. Restorative follow-up.

Damaged children need people, not punishment.

Expecting restorative meetings to be a quick fix. It takes time for pupils to be able to answer questions fully and reflect properly. It takes time to change behaviour. Persist and gradually trust is built, conscience is developed and everyone is more aware of their behaviour.

Punishment doesn't teach better behaviour, restorative conversations do.

Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with 'magic' behaviour systems, bought with data tracking software or instantly achieved by calling a school an academy.

It might be comforting to think that we reach a certain age and suddenly know how to behave. The reality is that there is no such age.

But why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.

They don't need their name on the board or a tick/cross/ cloud against their name. It reconfirms their poor self-image, re-stamps a label of low expectation and provides a perverse incentive to the more subversive mind. Some children's names still appear on the board even when they have been rubbed off.

WHEN THE ADULTS CHANGE EVERYTHING CHANGES PAUL O'NEILL
SCHOOL CHANGES IN SCHOOL BEHAVIOUR



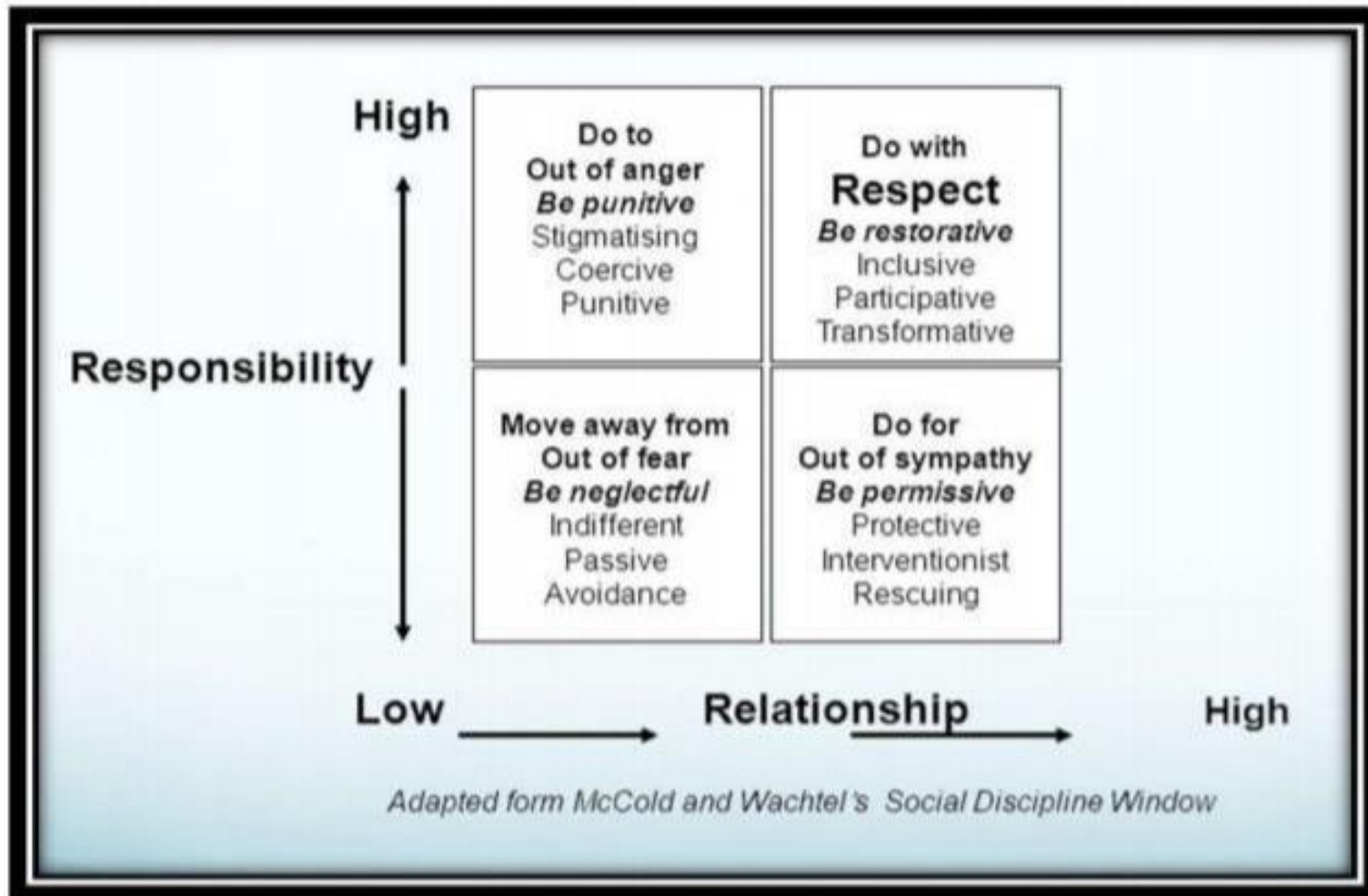
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A useful way of looking at how the restorative approach works in schools is by using the social discipline window below.

The models 4 quadrants identify four sets of attitudes and responses to behaviour.





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Understanding ACEs

ACEs (**Adverse Childhood Experiences**) are serious childhood traumas that can result in toxic stress. Prolonged exposure to ACEs can create toxic stress, which can damage the developing brain and body of children and affect overall health. Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.



ACEs (Adverse Childhood Experiences) can include:

- Abuse: Emotional/physical/sexual
- Bullying/violence of/by another child, sibling, or adult
- Homelessness
- Household: Substance abuse/mental illness/domestic violence/incarceration/parental abandonment, divorce, loss
- Involvement in child welfare system
- Medical trauma
- Natural disasters and war
- Neglect: Emotional/physical
- Racism, sexism, or any other form of discrimination
- Violence in community

! SURVIVAL MODE RESPONSE

Toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority.



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Six Stages of a Crisis

| Stage description | Need for | Behaviours | Positive handling responses |
|-------------------------|---|---|---|
| 1. Anxiety/Trigger | Diversion, support and reassurance. | <p>Low Level</p> <p>Shows signs of anxiety, hiding face in hands, bent over/under table, becoming red in the face, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, using a fixed stare.</p> | <p>Low Level</p> <p>Distraction. Offer a change of scenery or a special job to do. Read the body language and the behaviour, intervene early, communicate; display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. Remind about token or reward that is being worked for.</p> |
| 2. Defensive/Escalation | Diversion, reassurance, clear limits, boundaries and choices. | <p>Medium Level</p> <p>Displays higher tension, could be abusive, making personal and offensive remarks or swearing, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'No I wont...', 'Go away' etc. May try to run/escape.</p> | <p>Medium Level</p> <p>Continue to use level one strategies + state desired behaviours clearly, , offer alternatives and options, offer clear but limited choices – A or B, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide towards safety using a 'big gesture'.. Give him/her space. Remove audience.</p> |
| 3. Crisis | Possibly for physical intervention. | <p>High Level</p> <p>Shouting and screaming, crying, spitting, biting, head banging, scratching pulling hair damaging property, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.</p> | <p>High Level</p> <p>Continue to use level 1 and 2 de=escalation responses + make the environment safer, Reduce your use of language, move furniture and remove weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use fresh face if needed. Ensure privacy. No unnecessary people present.</p> |



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| Stage description | Need for | Behaviours | Positive handling responses |
|-------------------|--|---|---|
| 4. Recovery | Co-ordinated letting go and reassurance. | <p>Recovery behaviours</p> <p>May cry, go into a confined space, curl up into a ball.</p> <p>Can easily be confused with anxiety stage. People may sit quietly in a hunched position, the difference is they can revert to extreme violence without the build up associated with the normal escalation in stage 2.</p> | <p>Recovery positive handling responses</p> <p>Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.</p> |
| 5. Depression | Observation, support and monitoring. | After a serious incident people can become depressed, they may not want to interact. | <p>Depression positive handling responses</p> <p>Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage.</p> |
| 6. Follow up | Listening and learning. | <p>Follow up</p> <p>Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future.</p> | <ul style="list-style-type: none"> • Listen to views of child • What can be learned from this? • Keep appropriate record of incident and responses • Share reports as appropriate – child's file • Appropriate professionals meet to discuss plan/risk assessment/care and control plan. |

