College Road Primary School

Behaviour and Relationships Policy

1) RATIONALE

At College Road, we embrace the principles of Values-based Education which seeks to promote educational philosophy based on valuing self, others and the environment through the consideration of an ethical values vocabulary.

We believe that values are principles that guide our behaviour. At College Road, we aim to promote positive human values such as patience, respect, appreciation and acceptance to all members of our school and wider community. These core values are the foundation upon which our school ethos exists, empowering pupils as reflective learners and ensuring their spiritual, moral, social and cultural understanding, so that they develop their own moral compass for what is right or wrong, and ultimately become good citizens. Our Values philosophy therefore underpins our work to actively promote the fundamental British Values of democracy, individual liberty, mutual respect and tolerance of those from all faiths, backgrounds and cultures.

Through our statement of intent, we wish to provide an environment where all members of the community, both adults and children, are encouraged to care for each other and to show, by example, adherence to a well-defined moral code of behaviour agreed by members of the school community that follows our Values based approach to life and learning. We follow a **Relational** and **Trauma Informed** approach in all aspects of life at College Road, and, as such use this to support good behaviour. This Behaviour and Relationships Policy should be read in conjunction with The Values Policy and the Anti-bullying Policy as they are completely interlinked.

2) OUR EXPECTATIONS

We have 3 school promises which clearly define the behaviour that we wish to maintain.
We promise to be: **Ready**, **Respectful** and **Safe**.

In addition to this, in line with our Values, we encourage our pupils to be considerate, polite and kind, both in school and in the wider community.

When pupils' behaviour goes beyond the limits of what is expected, they will be reminded of how they should be behaving and asked to make a change or accept consequences appropriate to their actions. Our expectation is that children will think carefully and make the necessary changes to their behaviour.

3) ENCOURAGING APPROPRIATE BEHAVIOUR

It is very important that the emphasis be placed on positivity and encouraging good behaviour by ensuring the following:

- **Positive noticing** by all staff is used to encourage and point out good behaviour.
- Staff should use a **relational and trauma informed approach** at all times to build trusting relationships with the children they work with. This will allow staff to notice when children may be in need of support with their behaviour and put measures in place to de-escalate or calm feelings before children are no longer able to manage on their own. This may include the provision, by the school, of approaches such as sensory breaks, movement breaks, time out to chat to an adult, mindful colouring or other practices such as fiddle toys etc. This also links to the Zones of Self-Regulation (see section 4 below).
- Children who are recognised as going **over and above** our expectations of good behaviour and learning will be rewarded for doing so.
- We will work closely with parents to help pupils establish good behaviour patterns. All parties will sign a home/school agreement.
- We will make it clear to pupils that poor behaviour will not be tolerated and will inform parents when expectations are not met.
- When appropriate, circle time, class council or class discussion outside 'normal' discussion time will be used to discuss issues.
- The underlying cause for continuing poor or dysregulated behaviour will be investigated, the appropriate organisations/partners such as Learning Mentors will be approached and action taken to support children to understand how to behave in a safe, kind, respectful way. We will work in partnership with parents to gain the appropriate support for their child.
- Pupils will be given frequent reminders of what the expectations are for different activities so that effective teaching and learning can take place.

i) Methods of encouraging good behaviour

- Verbal praise and 'positive noticing' (all adults)
- 'Proud of You' postcards celebrate personal achievements in learning, attitudes or behaviour. Any adult can send these home.
- Values 'Wow' statements – these can be given by school staff or can be sent into school by parents – both should be displayed in class and celebrated
- Stickers
- Showing good work or reporting good behaviour to other members of staff, including the Headteacher
- Merits (formally known as House points) - (Key Stage 2) for going 'over and above'
- Merits (raffle tickets formally known as catch-me tickets) are given out for going 'over and above' and there is a weekly raffle prize.
- Celebration Assembly – Learner of the Week Certificate and termly Head Teacher's Award
- Values Ambassador - 2 children in each class chosen each week who receive a certificate, wear a special lanyard, and have lunch on the Golden Table on Friday with the Headteacher.
- Certificates

- Parental involvement - a photocopy of good work sent home, or a note/Class Dojo message/verbal message regarding good / improved behaviour.
- Publishing learning in school newsletters or on Class Dojo.
- **For more information, see our Behaviour and Relationships Policy on a Page – Appendix 1**

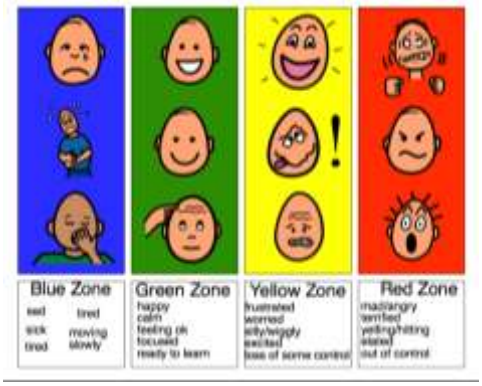
4) DISCOURAGING INAPPROPRIATE BEHAVIOUR

We know that at College Road Primary School the vast majority of children behave extremely well, but there are some occasions when the following approaches could be used to support children in meeting our positive behaviour expectations. We also acknowledge that in some cases behaviour can be a communication and needs to be understood and supported as part of the Special Educational Needs or specific vulnerability of a child. As such, some of these methods may not be appropriate and an individualised approach may be necessary.

We recognise that in discouraging inappropriate behaviour, it is the behaviour and not the child that should be labelled. Talking to a child in a negative way eg, "You are badly behaved", "You are a naughty child" is counter - productive. Children lose confidence in their ability to change, internalise the negative image and behave accordingly.

As members of a Values based school, we talk to children calmly, reminding them of the positive values they should be displaying and of our school promises (Ready, Respectful & Safe), while (as an adult) demonstrating good values ourselves in the way we behave towards the child. **Where possible, all discussions about behaviour that is not meeting expectations should be done in private and not in front of other children.** We do not want children to have a sense of shame associated with their behaviour. (See the Values based Education policy for further details of the expectations of all school adults).

Our staff are trained in the PACE (Playful, Acceptance, Curiosity, Empathy) approach as part of Trauma Informed Practice and, where appropriate, use this to support children who need to get their behaviour back on track, especially if they have identified ACEs (Adverse Childhood Experiences) or emotional and/or communication Special Educational Needs.



Zones of Self-Regulation – as a school, we have adopted this approach which allows children a vocabulary to express how they are feeling and supports them with making positive changes to their behaviour in order to 'go for green'. Staff should refer to these zones if they spot a child who is not within the green zone and support them to talk about their feelings and devise strategies together to work towards being in the green zone.

- **i) Methods / Sanctions**
- **For a full breakdown of consequences, see Appendix 2**

- Whole class reminders about expectations
- If a child continues to display behaviour that doesn't meet expectations, even after a gentle reminder, the adult should (where possible) quietly speak to the child out of hearing of other children and deliver a scripted response such as:
  1. a reminder of how they should be behaving
  2. a reminder of a time when they have excelled and
  3. a warning about what will happen if they continue.

  The adult will say, 'Thank you for listening, I look forward to seeing you xxx.' (depending on what the child needs to do better).
- Continuing behaviour that does not meet expectations will lead to a short restorative conversation with the adult at the end of the session, or for more serious/persistent behaviour, a period in 'Reflection Time' having a restorative conversation in their playtime or lunchtime. During this, if appropriate, the child will complete (with the help of an adult if necessary) a Reflection Sheet. Restorative conversations are held away from the rest of the class so that consequences are kept private in order to support rather than embarrass a child.
- Child sent to another member of staff for up to 10 minutes. This will allow the child time and space to reflect and self-regulate. The member of staff receiving the child should do so with the minimum of fuss and without inquiring into the circumstances. The child should be seated and allowed to complete his/her learning. If the child continues to display inappropriate behaviour, the Headteacher or a member of SLT should be informed.
- Child sent to Headteacher - this is appropriate for misdemeanours of a serious nature e.g. repeated refusal to comply with a teacher's instructions or verbal/physical assault of either a pupil or a member of staff. If the member of staff is unable to accompany the child to the Headteacher, a note describing the nature of the incident is very helpful.
- Parental Involvement - Parents should be informed if their child is repeatedly exhibiting behaviour that does not follow our school promises. Initially, this should come from the Class Teacher, but for more serious behaviour, it may be a member of SLT or the Headteacher who speaks to the parents. Parents will be informed in person or via a message on Class Dojo if their child has had to attend a reflection time.
- Where behaviour is causing a barrier to learning, the learning mentor or ELSA may work with the child.
- Seclusion during lunch times - this is only appropriate for misbehaviour at lunchtime.
- Short term periods of seclusion within school where the pupil will be taught in isolation.
- Temporary suspension <u>within</u> school.
- Temporary suspension from school.
- Permanent exclusion from school.

Use of Reasonable force – in line with the DfE Guidance on use of reasonable force, we only undertake to use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

On the rare occasion that a member of staff has to use reasonable force, as defined above, they should complete a form that is kept in the headteacher's office and give it to the headteacher or another member of the Senior Leadership Team to check and sign. They should also complete a log of the event on CPOMs. This can be used as part of the form and does not need to be duplicated. The form is then kept in a specific behaviour folder in the headteacher's office.
Parents should always be informed about what has happened and the reasons for the use of reasonable force.

5) SPECIAL NEEDS

We are an inclusive school and therefore work hard to ensure that all children thrive and have the necessary support to succeed. If a child's behaviour is giving particular cause for concern, liaising with the SENDCo is the next course of action. It may then be appropriate to take some special action to monitor the behaviour using the graduated approach, and develop a programme of support or for the child to receive support from the Learning Mentor, ELSA or Counsellor.

6) BULLYING

The DfE states that bullying is:

'deliberate hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves.
It is of three main types, which can be **in person** or **online**:

- Physical - hitting, kicking, taking belongings
- Verbal - name calling, insulting, making offensive remarks
- Indirect - spreading nasty stories, exclusion from social group, malicious rumours'

In dealing with bullying we need to look at these stages:

i) Awareness Raising

Pupils, parents and staff need to be aware of what is bullying. With pupils, this will be done through PSHE lessons, Circle Time and assemblies. With parents, through the newsletter and with staff in staff meetings and training sessions. We also highlight the issues around bullying during the annual national Anti-Bullying Week in November.

ii) Implementation

Any alleged incident must be taken seriously. Details of the incident, pupils involved, witnesses and location must be recorded and investigated.

If there is evidence of bullying behaviour parents should be informed. Sanctions will be enforced in line with the Behaviour and Relationships Policy. Fixed term suspension or permanent exclusion may be necessary in severe cases of persistent bullying.

iii) Monitoring

Clear records should be kept on CPOMs and given to the Headteacher who will monitor the situation and keep a record of reported incidents.

For further information, please refer to our 'Anti-Bullying' policy.

7) SUPERVISION OF PUPILS

The playground, corridor, cloakroom and toilets are all supervised less intensively than the classrooms. Staff should be aware of this and should maintain a watchful oversight when moving around the school.

A high level of vigilance should be maintained by staff on playground duty. They should position themselves so that as large an area as possible can be scanned. Blind spots should be checked. Numbers of pupils going into the building should be monitored via the distribution of coloured bands and the cloakroom and toilets checked on occasions.

At the end of teaching sessions, teachers should arrange for their class to be walked to the playground, ensuring that the duty staff member is present to supervise the children outside before leaving the playground themselves. At the end of a break the class should be collected promptly from the playground. Teaching Assistants working with the class should be in the classroom, ready to receive the pupils and maintain good order. Where the teacher is unavailable to collect the class the TA should deputise for them.

8) Colouring Club and Quiet Play

Colouring Club is a provision to meet the needs of individual children, but is open to all children at lunchtimes. It supports children who find the playground a difficult place to be for various reasons including, but not limited to, children with sensory difficulties, a quiet place for children who are not being safe on the playground or even a place to develop social skills and turn taking. It is the perfect opportunity for adults to model Values and to show children (who may find demonstrating positive Values difficult) how to use them to 'be the best they can be', through games, taking turn, considering the needs of other, showing humility and kindness.

If required, the Senior Leadership Team will create a timetable each term. Children who are not on the timetable may from time to time benefit from attending Colouring Club. The decision will be taken by a member of the Senior Leadership Team as to whether such children should attend. Colouring Club is run by one of the school's Emotional Literacy Support Assistants, who is well placed to help children manage their feelings in a calm, friendly environment.

Quiet Play is a smaller version of Colouring Club but is by invitation only and is a fun, calm, engaging playtime space supervised by a teaching assistant in which children have more space to play and a wide range of toys and games to choose from. The children can choose

to play outdoors or indoors. This is designed to give the children who attend a sense of safety and calm.

9) DO's and DON'T's FOR IMPLEMENTING THE BEHAVIOUR POLICY

DO :

- Be consistently calm and model positive Values as all times (See the Values Policy for Expectations of all School Staff)
- be consistent
- positive noticing everywhere in the school
- meet and greet pupils
- use the relational approach to build good relationships with children that will help you when you have to have restorative conversations about behaviour
- strip the emotional response out of dealing with inappropriate behaviour
- make all discussions about a child's negative behaviour in private
- respect pupils and treat them equally, in accordance with the Equality Act 2010
- seek advice from colleagues
- end a reprimand in a positive way, e.g. "I know that you can change your behaviour because you were brilliant yesterday when…"
- be prepared to negotiate with the child, e.g. "tell me why you are finding it difficult to finish your work and I'll see if I can change things to help you".
- consider reasons for the behaviour e.g. boredom, frustration, inability to cope with work, feelings of social alienation, sensory issues
- be prepared to admit you were in the wrong.
- Send home positive messages, postcards and Values Wows to highlight great behaviour/attitude to parents

DON'T :

- associate a child's behaviour with your feelings. Do not say things such as, 'your behaviour is making me very sad.'
- Discuss a child's poor behaviour in front of other children or the whole class, where possible
- be confrontational - avoid win/lose situations
- lose your temper, shout, be aggressive, nag,
- bring up past behaviour that has not followed our promises (unless it has direct bearing upon the current situation, for example in cases of bullying)
- punish a whole class when only an individual or a group of children is responsible,
- label children in a negative way,
- follow children if they run away from you (if a child runs out of school, inform the Headteacher or a member of SLT).

If I follow the above, how do I reprimand a child?

Speak in a calm but assertive manner and always (where possible) speak to the child away from other children to avoid embarrassment or shame, **constantly reminding them of Values**.

Use a scripted response along the lines of this example:

I have noticed that you are constantly distracting the children around you and preventing them from learning.
This is not what we do at College Road.
You need to show me that you are Ready and Respectful.
I know you can do this, because you did this brilliantly yesterday during PE.
If you continue with this behaviour, you will need to stay behind to talk to me at the end of the lesson/go to Reflection etc
I know you can get this right, so you have the chance to show me now.
Thank you for listening.

For a Trauma Informed Approach, think WINE

Wonder

- I wonder if it is too noisy/busy etc for you…
- I wonder whether you need to take a movement break…
- I wonder if it would help to go outside for 5 minutes…

Imagine

- I imagine that was very upsetting…
- I imagine that you felt frustrated when…
- I imagine that you were a bit frightened when…
- I imagine that it was confusing when…

Notice

- I notice that you have pushed everything away…
- I notice that you are starting to move around a lot, shall we go somewhere quiet?
- I notice that you have flushed face, do you need to take your jumper off?

Empathy

Remember a sense of empathy and compassion for a child and their feelings. Consider what could have happened before school or last night that could be affecting their behaviours.

When a child participates in a restorative conversation, adults could use the following phrases, considering the age of the child and the behaviour being discussed:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- What has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

At College Road, we are Ready, Respectful and Safe. *Appendix 1*

Behaviour and Relationships Policy on a Page

'This is how we do it here

Positive Noticing

All adults are responsible for **actively noticing positive things** in children and making them feel like they **belong,** that they are **valued** and that they are doing the right things.
This extends to everything: behaviour, uniform, attitude, use of promises and values.

We should constantly be looking for children going 'over and above' and reward them for this (see below).

Adult Behaviour

Adults should greet children at every opportunity.

They must be calm, consistent adults who children can rely upon.

Adults should **not** tell children how their negative behaviour makes them feel.

Adults should have conversations with a child about negative behaviour out of hearing of other children.

Over and Above

We believe that children need to learn to behave to an expected standard and that giving them praise and positive recognition should be sufficient to make them feel appreciated.
We reward children when they go '**over and above**' the expected standard of behaviour or attitude. This could be through Merits, a positive postcard home, a message on Class Dojo, Learner of the Week, Values Ambassador or HT's Award.

Managing negative behaviour

If reminders about correct behaviour are ignored and a child continues to display poor behaviour, the adult should have a private word with them, using a scripted, emotionless response, reminding them of previous positive behaviour, giving the child the chance to correct their behaviour and of the consequences if they don't.
See example script and consequences below.

Example Script

I have noticed that you are constantly annoying the children around you and preventing them learn.
This is not what we do at College Road.
You need to show me that you are Ready, Respectful and Safe.
I know you can do this, because you did this brilliantly yesterday.
If you continue with this behaviour, you will need to stay behind to talk to me at the end of the lesson/go to Reflection etc
I know you can get this right, so you have the chance to show me now.
Thank you for listening.

Consequences

There are consequences for a wide range of negative behaviours including:
Inappropriate comments
Disrespectful to adults
Mean/unkind words
Throwing things in the classroom
Damaging school or others' property
Ripping up/defacing work
Refusal to do work
Refusal to follow instructions that keep them and others safe
Deliberately hurting child or adult

Consequences *Appendix 2*

Inappropriate comments	• Reminder (KS1)/Warning (KS2) • Parents informed • If repeated, then Reflection
Disrespectful to adults	• Reminder (KS1)/Warning (KS2) • Parents informed • If repeated, then Reflection
Mean/unkind words	• Mediation/restorative conversation between children involved • Help child to plan what they are going to do to make the situation better (e.g. offer to play, help child, make them a picture, do something kind etc) • Parents informed
Throwing things	• Reflection • Inform parents
Damaging school property	• Reflection • Inform parents and, if appropriate, ask them to replace item
Ripping up/defacing work	• Reflection or natural consequence (e.g. missing choosing time to redo learning) • Parents informed
Refusal to do work	• Reflection
Refusal to follow instructions that keep them and others safe	• At least 2 reflections (e.g. playtime plus lunchtime) • Parents meet with teacher and member of SLT
Deliberately hurting child or adult	• Depends on circumstance/age but could include: • 1-2 reflections (including mediation/restorative conversations) • Seclusion (from playground or classroom depending on where it took place) • Suspension

Coronavirus Pandemic - Additions to our Behaviour Policy – to be used if the Outbreak Management Plan comes into force (from Sept 2021):

- Staff will be aware of children's fluctuating emotions and deal sensitively with behavioural issues.
- Children will be required to adhere to the shared playground rules so that they do not mix with another bubble.
- Children will need to adhere to the rules around using the toilet. Only one child from each bubble may be using the toilet at any time.
- 'Reflection time' will be carried out by a bubble teacher so that there is no crossover between bubbles. This may need to be done outside if the teacher is on break time duty.
- Staff will introduce the Seven Safety Rules (Fab 5 in EYFS and Y1) when school reopens and reinforce these alongside the main 3 school promises regularly. These rules are:

To keep everyone safe:

- keep 2m away from adults and children from other bubbles
- wash your hands for 20 seconds with soap
- Keep your hands away from your face
- Cough and sneeze in a tissue or your elbow
- Put tissues in the special bin
- Only use your own resources
- Stay at your Learning Station

Safety

- Care should always be taken to follow the guidelines in the COVID Risk Assessment. However, staff may need to get closer than 2 metres in order to deal with certain situations. This should be undertaken as carefully as possible and the child/ren involved and the adult should all wash or sanitise their hands immediately.

Behaviour During Online Remote Learning

- Children will be expected to follow the school promises when they are participating in live lessons online. Parents will be asked to ensure that children are following these expectations.

September 2026
Reviewed and updated by C Francis-McLeod