



**Westbury-on-Severn
CE Primary School**

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Behaviour and Relationships Policy

Approved by Governing Board	October 2023
To be Reviewed	October 2024

This Behaviour Policy has been written with reference to:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

and trauma informed practice across the UK

for example <https://beta.bathnes.gov.uk/sites/default/files/2022-01/B%26NES%20Trauma%20Informed%20Behaviour%20Policy%20Guidance.pdf>

Introduction

This policy is designed to promote a positive ethos of respectful behaviour in which children can work and play happily together.

Our Core Christian Values of

- **RESPECT**
- **FRIENDSHIP**
- **KINDNESS**
- **HOPE**

underpin all our work in school at Westbury-on-Severn CE Primary and are key to the implementation of this behaviour and relationship policy, amongst both staff and pupils. We work as a team and support each other in our Westbury family. We are a **Kind School** and we notice and appreciate kindness throughout the school day.

There is a high expectation of behaviour in all aspects of the school day- from walking quietly around school to working hard in lessons- which places the needs of the child at its centre. Our school supports all children including those displaying social, emotional and mental health (SEMH) difficulties through our ELSA programme. We maintain the belief that pupils' behaviour should be understood and through understanding we will enable them to learn and play successfully.

Aims & Objectives

Our school aims to provide a caring, calm and safe environment in which tolerance, understanding and respect for others is fostered. We aim to develop warm and trusting relationships between staff, pupils, parents and the wider community.

This is achieved through governors, staff, pupils, parents/carers and working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere in school conducive to good learning

- Support children in developing positive attitudes towards themselves and others which recognises and values achievement and effort
- Enable pupils to recognise, appreciate and adopt safe and kind behaviour
- Encourage increasing independence and self-regulation so each child learns to accept responsibility for their actions and learn from their mistakes
- Make boundaries of acceptable behaviour clear and help children understand the relationship between actions and consequences
- Enable all pupils to feel safe and cared for in our school
- Provide an interesting, well-planned curriculum that motivates children to learn and do their best
- Implement a trauma-informed approach to behaviour and relationships

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on the key aspects of our school practice, which are :

1. A whole school **trauma informed** approach to behaviour management where “emotionally available” adults are the norm (see below)
2. A **restorative conversation** as the first and default strategy to support improved behaviour
3. **Sanctions** used in a bespoke manner for children identified as needing clearer consequences and when restorative conversations are not enough. When sanctions are implemented their use is personalised for the child and consequences are clearly explained. Sanctions are as immediate as possible so that there is a clear link between the behaviour and the consequence. A restorative conversation will accompany the use of sanctions in most instances to ensure that the child understands why they are being implemented and that the use of sanctions is a learning opportunity. (See Sanctions below)
4. **Explicit teaching of behaviour strategies** to help children self-regulate and develop empathy for others (zones of regulation, restorative conversations, flexible use of safe spaces in school/classroom/PSHE curriculum)
5. **Staff development** and support through ongoing professional development, teamwork and check ins for mental wellbeing
6. **Pupil support systems** (ELSA/Graduated Pathway/ bespoke behaviour plans/outside agencies)

7. **Positive, respectful relationships with parents and carers**, keeping them informed and involved in their child's wellbeing, ideally in person and if necessary on a daily basis. Involving other agencies when necessary.

8. **Efficient systems** throughout school where everyone works as a team, looking after each other. Serious incidents are always logged on **My Concern**, ideally on the same day.

9. A **Communication Friendly Environment** with carefully considered areas in the classroom, lower lighting, soft furnishings, neutral colours and uncluttered displays, corridors and classrooms, See the work of Elizabeth Jarman

<https://elizabethjarman.com/wp-content/uploads/2018/04/the-cfs-approach-and-noise-in-learning-environments-.pdf>

10. Every child is **greeted** and/or acknowledged as they enter school and enter the classroom to ensure they feel "seen" and welcomed.

In order to meet our aims staff have been trained in '**PACE**' modes of interaction as our baseline approach and/ or when we notice that a child is in, or is moving towards, a fight/flight/freeze mode.

P -Playful

A -Accepting

C -Curious

E -Empathic

Empathy needs to be at the heart of how we deal with all children for a trauma informed approach to work and to build trust. Setting boundaries, implementing sanctions and being empathic are not mutually exclusive.

For more about this approach, please read:

<https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>

We define our approach as **Warm/Strict**.

At Westbury we make a whole school commitment to cease all use of harsh voices, shouting, put downs, criticism, and any form of shaming or humiliation (proven to be damaging psychologically and neurologically). Staff are encouraged to 'interactively repair' occasions when they themselves move into defensiveness. However, to keep children safe, it might be necessary to use a sharp, short, louder tone to communicate immediate danger and a sense of urgency.

The Westbury Way

At Westbury the School Rules are:

To be **Ready to Learn**

To be **Respectful to Everyone**

To be **Safe at all times**

Staff develop and implement these rules in the classroom, corridors, playground, field and off site (school trips/sports events for example).

If any of these rules are broken, staff will have a restorative conversation to reflect on the incident either 1:1 with a child or, if needed, with a group of children. Everyone's voice will be heard and reparation will be sought, not in the form of a forced apology but with pupils acknowledging their errors and responsibility in a safe space, expressing remorse and seeking forgiveness.

With **younger pupils** we ask these questions:

What happened?

How do you feel?

How do you think the others feel?

How can we put things right?

With **older pupils** we ask these questions:

What happened?

What were you thinking when that happened?

How do you feel now?

How might the others involved be feeling now?

What can we do to put things right?

All staff have these questions on their lanyards so that the approach is consistent across the school. Pupils can rely on all members of staff to deal with their difficulties the same way.

If reparation or responsibility does not arise from a restorative conversation, the matter will be referred to either The Headteacher/SENCO or Mental Health lead. Parents may be informed at this point if this is appropriate.

Sanctions

Sanctions may be decided upon if children are unable to make the link between their behaviour and the safety (emotional or physical) of others and/ or if the misdemeanour fundamentally breaks the school rules. Sanctions will usually take the form of the removal of a privilege or the reduction/removal of a playtime. These sanctions will be enforced consistently up to and until the child makes that link and starts to take responsibility for their behaviours and show consideration of others.

If children are persistently unable to take responsibility for their harmful behaviours, parental involvement will be sought and a bespoke behaviour plan put in place, under consultation with the Headteacher and SENCO. This might take the form of an individual behaviour plan or a My Plan. This will be reviewed for its efficacy regularly and we will work closely with the parents and SENCO. Some pupils may require a risk assessment put in place to ensure their behaviours are safe in school.

All behaviour concerns within school are logged on our online portal **My Concern**. All staff have their own individual log in. We recognise at Westbury that persistent poor behaviour can often be an indicator of trauma, neglect or other problems that the child is trying to communicate and our work on behaviour is closely linked to our Safeguarding and SEND practices. We aim to be professionally curious about the links between behaviour and safeguarding.

My Concern helps us monitor and track pupils and their behaviour and build a picture.

Restraint

Staff will physically restrain a pupil if their behaviour is placing themselves or others at risk. This will only happen as a last resort. Strategies that are used before using restraint could be asking the pupil to leave a room or area, asking other pupils to leave a room or area, suggesting to pupils that they move to a safe space, giving pupils a task to give them a break from the classroom. We have many designated safe spaces around school. *We always seek to de-escalate a situation and only restrain if there are no other options.* Safety, in these situations, is paramount.

Restraints are likely to take the form of holding a child's arms or legs for as long as is necessary, without causing any hurt, to keep other children, other adults or themselves from harm's way. We recognise that often, a child in fight/flight mode will attempt to hurt others or lash out and we seek to minimise this through the implementation of this policy.

Key members of staff will be trained in positive handling and restraint by an approved provider. A log of training will be kept and maintained to ensure training is

current. All physical interventions will be recorded on My Concern and information passed on to all parties as soon as possible after the event.

Rewards

As with sanctions, rewards must be used wisely and fairly and not convey low expectations. We recognise that verbal praise or the sharing of good work in class can be very powerful but we also recognise that, for some pupils, comparison with others can trigger shame. At our **Celebration Assembly** every Friday we celebrate excellence through a certificate per year group for behaviour or work that is deemed excellent and/or reflects effort or improvement in a certain area. Teachers are free to choose what they are rewarding and are encouraged to link the awarding of these certificates to the School Rules. The weekly certificate winners are then awarded time with the school guinea pig, helping the Headteacher clean out the cage and feed him, as well as holding him.

House points are another way of giving rewards and are attached to certain in school systems, such as our **Board of Excellence** in classrooms and positive behaviour during Worship. Pupils can be given house points for any helpful or kind behaviour around school and the house points are added up weekly and shared in our Celebration Assembly. Members of the winning house team are then awarded the privilege of ringing the bell at the end of playtimes.

We celebrate our values weekly using our Teddy **Valerie values** and pupils contribute their nominations for this award, which is handed out in our Celebration Assembly. At the end of the year we hand out our **Values** awards to children in each year group who demonstrate our core values consistently throughout the whole year. These awards are high profile and are announced in church at our end of the year service, and then recorded in our Values log book.

Staff Support

Staff briefings at the start of every day enables relevant information about children to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and feel able to manage challenging behaviour in a consistent and professional manner. At Westbury the emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed. For our policy to be a success, we recognise that

mistakes will be made and we support staff in reflection and reparation. Staff are encouraged to talk and seek support if they need it.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The policy also operates within agreed legal guidelines as follows:

✓ Education Act 1996 ✓ School Standards and Framework Act 1998 ✓ Education Act 2002 ✓ Education and Inspections Act 2006 ✓ School Information (England) Regulations 2008 ✓ Equality Act 2010 ✓ Education Act 2011