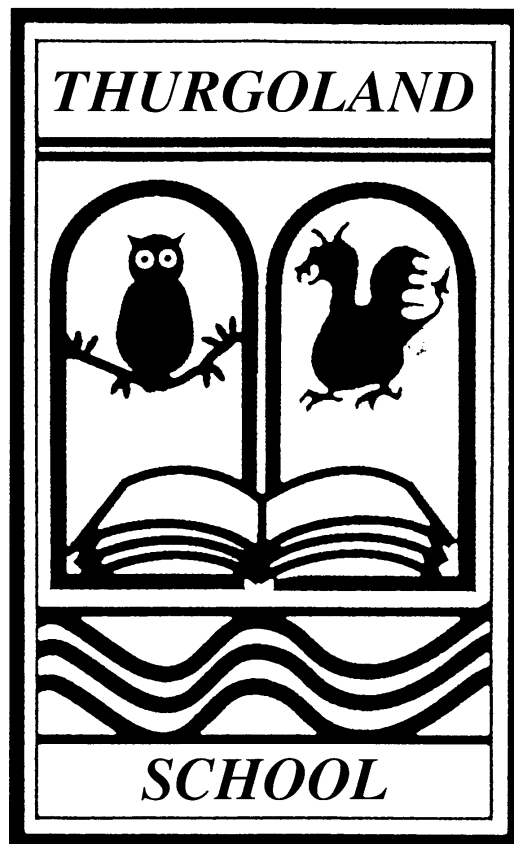


# Thurgoland C.E. Primary School

## Relationships and Behaviour Policy



Reviewed: May 2020

Next review: November 2020

At Thurgoland School we endeavour to promote an atmosphere of care and respect for all members of our community. The standard of conduct expected of our pupils is underpinned by the Christian values upon which the school was founded.

“The school motto of 'learning together in faith and joy' is being lived out on a day to day basis, enabling all pupils to achieve their full potential as well-rounded, confident and spiritually aware individuals.” SIAMS Report March 2018.

We understand that the social and emotional development of our pupils impacts on their enjoyment of learning and life and their ability to reach their potential. We recognise that all pupils have the right to appropriate support to ensure that the whole child is able to develop, regardless of whether their difficulty is physical, emotional, mental or social. To ensure the appropriate support is given to our children, we have recently introduced the Thrive Approach; the strategies that this programme recommends are used throughout the school.

We recognise that while some pupil behaviours can appear to be challenging, these can be learnt, unconscious reactions, and that the appropriate approach in dealing with these behaviours can make a real difference.

We have a commitment that all staff develop positive relationships with pupils. Staff will recognise and identify need and work closely with the children to ensure that the foundations for healthy emotional and social development are in place. Our drive to meet the emotional needs of our pupils can be seen in our school environment, resources, planning, learning strategies and timetabling.

Positive relationships between adults is also key and the importance of supportive and respectful interactions between all adults in school - staff, parents and governors – should be employed.

### **Approaches to developing positive behaviours**

- High quality, differentiated education which involves pupils, builds on success, ensures progression, and involves and informs parents
- For social, emotional and academic learning to be recognised, planned for and with explicit feedback across the day
- Use of whole class THRIVE screenings and online tools to enable a strategic response to individual, group and cohort development, and plan next steps.  
**\* Thrive and mindfulness strategies will be used to support pupils' mental wellbeing following the return to school in June.**
- Programmes of PSHE, (Personal, Social, Health and Education) are used and teachers tailor these programmes to meet the needs of cohorts, groups and individuals, responding to significant issues within the cohort as appropriate.  
**\* additional PSHE lessons will be delivered to support pupils at this challenging time.**

- To encourage pupils to recognise and manage their emotions, through encouraging them to separate feelings and actions and allowing opportunities for thinking to take place between the two.
- For pupils to become increasingly self-aware, taking responsibility for themselves and their actions in age appropriate ways. \* **Pupils will be supported to follow the new school routines and social distancing rules in a supportive manner**
- To encourage pupils to recognise their own strengths across the curriculum.
- To recognise and use incidents which are against our Golden Rules and agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps.
- Where need is identified, structured, tailored, group and individual programmes, including creative and outdoor activities to be incorporated into action plans.
- Any plan of action is agreed and shared in a working partnership with parents and carers.
- For individuals with Special Needs (SEND) to be recognised and appropriate support given to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Give opportunities for pupils to work with different members of our school community to build tolerance and inclusion. \* **This will not be possible during the current pandemic.**
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment.
- Adults have access to training in order to develop and employ new skills to meet the needs of pupils.
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved.
- Using Fixed Term Internal or External Exclusions may all be part of a positive behaviour approach. \* **vulnerable pupils will not be excluded during this period**
- Adults to be observant, open and inclusive, act as role models - particularly in how respect is shown - and co-regulators as needed.

- Reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.
- Our Golden Rules, expectations of behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by staff and pupils.

### **Strategies**

#### **The Golden Rules**

These are displayed in all classrooms and referred to regularly. We revisit our expectations regularly and pupils explore what these mean both within and outside of the curriculum.

All adults model and reinforce our expectations, and parents agree to support these rules through the home school agreement.

#### **Golden Rules:**

- **We are kind and helpful**
- **We are honest**
- **We speak politely**
- **We look after property**
- **We work hard**
- **We listen**

#### **Curriculum and Classroom Organisation**

Staff aim to:

- Provide a broad, balanced and stimulating curriculum.
- Use a wide range of teaching and learning methods, matching content and delivery as closely as possible to the needs of individual children.
- Value achievement across a broad range of skills and levels of ability.
- Consider the appropriateness of pupil groupings.
- Provide supportive guidance to promote personal and academic development.
- Conduct weekly PSHE and “Circle Time” Sessions where appropriate.
- Provide suitable playground and indoor playtime equipment and games.
- Provide appropriate interventions - 1:1 or in small groups to meet individual pupils’ needs.

**\*Classroom layout changed to ensure social distancing guidelines are followed.  
Worry box for pupils’ concerns – to be addressed sensitively by the teachers.  
Each ‘bubble’ has a teacher and a TA to ensure capacity to address concerns.**

#### **Roles and Responsibilities**

It is our aim to foster in all pupils a sense of self-discipline, which will allow them to make a valuable contribution to school life. Pupils are encouraged to have responsibility for and ownership of the school ethos and environment. Pupils are elected by their peers onto a School Council. This meets on a regular basis and discusses and acts upon a range of issues, which have been brought to the councillors by other pupils.

Pupils are role models within the school. Children in upper key stage 2 take on the roles of peer mediators (playground mentors), and sports leaders, working with the younger pupils to ensure playtimes are positive. Pupils are also librarians and corridor monitors and have roles within their own classrooms as appropriate to their age.

### **Assemblies**

Assemblies are used to address significant local and national events and to celebrate successes in school. Children lead and participate in assemblies when appropriate and children are encouraged to share personal, social, creative and academic successes. Christian values and Golden Rules are regularly reinforced during collective worship. **\* assemblies will take place with one class in attendance at a time.**

### **House Points / Class Rewards**

All pupils are allocated to a "house" which are colour names. Pupils can earn house points for good work, conduct, manners, care for others etc. These are recorded on a class sheet on a weekly basis. The Headteacher announces the house point totals each term in Assembly. Each class also has rewards specific to their class, for example raffle tickets in year 6.

### **Celebration Assembly**

Individual awards are given at a weekly assembly, given for a range of positive behaviours including conduct and attitude to learning, especially care and consideration for others.

The Special Assembly is also used as an opportunity to celebrate the achievements of classes or groups in all aspects of school life, letters of praise from visitors / members of the public etc. are shared with the whole school.

Half-termly, this assembly is held in church and the parents of pupils receiving the award are invited. These awards are given for sustained effort, creativity, care for others etc. **\* see assemblies above. Celebration assembly will be delivered via Microsoft Teams.**

### **The David Marsh Cup**

The David Marsh Cup is presented each fortnight to the class who has promoted care and peace throughout the school. **\* see assemblies above**

### **Commendations**

Pupils will be awarded a commendation by staff for positive behaviour and will visit the head teacher to receive a special award. **\* not possible due to importance of maintaining the 'bubble'.**

### **Checking –in**

Staff will create opportunities to ‘take the temperature’ of emotions in their class. Pupils will be able to share their feelings and worries daily in a range of ways as appropriate for pupils’ age. This may take the form of responses from pupils in registration, use of circle time or ‘I wish my teacher knew’ boxes, or use of the worry monster. Any concerns are explored and addressed by the teacher or teaching assistant.

### **Vital Relational Functions**

Staff will take the Thrive VRF approach when dealing with challenging behaviour. Staff will recognise that pupils’ behaviour can be connection-seeking rather than attention-seeking and that building connections between pupils and staff is the key to positive behaviour in school.

Where possible staff will attune to how the pupil is feeling, validate their emotions by acknowledging how they feel using appropriate language ie I understand, I can see.... ; work to contain the behaviour then help to regulate the child’s emotions and behaviour.

It is important that adults can recognise their own feelings when dealing with negative behaviour. When faced with behaviour which has contravened school rules, they will stop, think and choose the appropriate approach.

School staff should feel confident to ask for support from colleagues when needed, and understand that they can ask that another adult work with a child if they need to.

### **Timetable**

Teachers will take opportunities to explore and teach specific social and emotional skills during PSHE lessons, circle time and throughout the curriculum. The particular areas of focus will vary from cohort to cohort and may be prompted by the whole class Thrive assessment and through observations of behaviour and attitudes. The teacher may also choose to use Golden Time as an opportunity for pupils to practise social skills.

### **Behaviour Log**

Where pupils contravene the golden rules they may be given ‘Time in’ which involves spending time with an adult with whom they have built a connection, for example a teacher or teaching assistant. Teachers will discuss the particular difficulties pupils have had and agree ways to move forward. This will be recorded on CPOMS and will be monitored by the head teacher and reported to parents. All issues will be dealt with as soon as possible after the incident. Each lesson and new day will be treated as a fresh start by staff; sanctions will not be continued into the next day.

If the pupil is persistently recorded on CPOMS then a programme of support will be put into place. This will be reviewed regularly and if not effective, staff should consider intensifying the programme. This might involve support from outside agencies such as the educational psychologist and behaviour support services. Occasionally a pupil may have significant difficulty in following the Golden Rules during social times, and this may result in aggressive behaviour. Pupils may then

need to spend their playtimes with an adult with whom they have built a strong connection, carrying out activities which will build their social and emotional skills.

### **Fixed Term or Permanent Exclusions**

If a pupil deliberately commits any of the following may be given an immediate fixed term or permanent exclusion:

Physical assault against a pupil

Physical assault against an adult

Verbal abuse/threatening behaviour against a pupil

Verbal abuse/threatening behaviour against an adult

Bullying

Abuse that is racist, transphobic, biphobic, homophobic or disablist

Damage to property

Sexual misconduct

Theft

Persistent disruptive behaviour

Fixed term exclusions can either be internal or external.

Parents will be informed by letter if an exclusion has been given. For a fixed term exclusion, work for the pupil to complete will be provided by school staff. Following an exclusion, parents and pupil will meet with school staff to agree a support plan and set a review date.

**\*exclusions of vulnerable pupils will not occur during this period**

### **Parental Support**

Parents have a significant part to play in reinforcing the policy and working in partnership with the school to encourage positive behaviour. Working in partnership with staff it is tremendously valuable if they:

- **Support** the principles outlined in the introduction.
- Encourage their children to appreciate that staff are attempting to provide an atmosphere conducive to learning, for their benefit and well being.
- Encourage respect for teachers and adult members of the wider community.
- **Support** the imposition of appropriate sanctions within school.
- Participate in school life where possible.
- Discourage aggressive play and intolerance, avoid children being exposed to violent television / computer games etc.
- Ensure that your child has a good night's sleep.
- Ensure your child has breakfast.
- Ensure your child is punctual for the beginning of the school day.
- Always be positive about school and school staff within the hearing of the child.
- Discuss the school rules and behaviour systems with the child.

Talk to your children about whether they have received awards / house points etc. and celebrate their achievements. If sanctions have been imposed, help children to understand why and encourage them to behave positively.

If you have any concerns about your child, please do not hesitate to discuss them first with your child's class teacher, and then the head teacher. A problem is never ignored. Parents are encouraged to be involved in their child's school life from the earliest stages through informal everyday contact. If negative situations persist or become more worrying, parents will be invited into school to discuss behaviour strategies that will benefit the child and family.

Our school has a Christian foundation, and therefore we strive to ensure Christian principles influence all aspects of school life.

#### Addendum to the Relationships and Behaviour Policy: Procedures and Expectations in place during Covid-19

During the Coronavirus Pandemic we need to change the following procedures in school to ensure that we ensure the safety of staff and pupils and minimise the risk of infection.

Pupils attending will experience a staggered start and end to their day allowing for safer entry and exit of the school building during busier times. This will allow for more social distancing to take place as well as allowing parents to collect in smaller numbers and limit their access to others.

Children will wash their hands regularly, on exit and entry to the building; this will be prompted by staff members who will monitor this on each class.

Children will adhere to the change in playtime routines and continue to social distance whilst in school. Children will remain within their 'bubble' to maintain their environment with their peers. Children will not be mixing with others from another 'bubble'.

Children will also be aware of where they are allowed to play at break and lunch times and they must stay within their allocated areas.

Children will be aware of the areas that are 'out of bounds' and only stay within their allocated areas. Children will move around school as they are instructed to ensure minimum contact with others by using the one way systems in place and the markers on the floor as well as queuing as instructed. Staff will be supporting this and encouraging children to adhere to the new routines in place.

Children will be supported in the disposal of tissues using the, 'Catch it, bin it, and kill it' motto to support their understanding. They will be encouraged to sneeze or cough into a tissue and wash their hands after. Children will be taught the importance of avoiding touching their faces, eyes, nose and mouth.

Children will be aware of the symptoms of Coronavirus and they will be encouraged to tell an adult if they are experiencing symptoms of coronavirus or start to feel unwell.



The rules about sharing any equipment or other items including drinking bottles will be regularly repeated to the children throughout the day emphasising why we need to do this in school.

Children in school will only use the toilets that they have been allocated and no others.

Children need to be clear on the rules about coughing or spitting at or towards any other person and how this will lead to sanctions within school.

Children accessing remote education need to follow e-safety guidelines and make sure they are only accessing what is safe for their learning. Children need to tell parents and teachers if they experience something unsafe whilst learning from home.

Rewards and sanction system will be issued in relation to the above changes and staff will continually monitor children's behaviours and work to ensure that they are being met effectively.



## Appendix A

<p>Behaviour Management Plan</p> <p>Pupil name: _____ Class: _____</p>	
<p>Date of birth: _____ Medical conditions/needs: _____</p> <p>Date plan starts: _____ Staff working with the pupil: _____</p> <p>Date of next review: _____</p>	
<p>Challenging behaviour</p> <p><i>What does it look like?</i></p> <p><i>What triggers it?</i></p>	<p>Targets</p> <p><i>What are we working towards?</i></p> <p><i>How do we get there?</i></p>
<p>Strategies for positive behaviour</p> <p><i>How do we maintain positive behavior?</i></p> <ul style="list-style-type: none"> <li>• <i>Phrases to use</i></li> <li>• <i>Rewards, motivators</i></li> </ul>	<p>Early warning signs</p> <p><i>How do we prevent an incident?</i></p> <ul style="list-style-type: none"> <li>• <i>What to look out for</i></li> <li>• <i>How to respond (reminders, alternative environment)</i></li> </ul>
<p>Reactive strategies</p> <p><i>How do we diffuse the situation?</i></p> <ul style="list-style-type: none"> <li>• <i>What to do and what not to do</i></li> <li>• <i>Phrases to use</i></li> <li>• <i>Calming techniques</i></li> </ul> <p><i>At what stage should another member of staff be informed? Who should this be?</i></p>	<p>Support after an incident</p> <p><i>How do we help the pupil reflect and learn from the incident?</i></p> <p><i>Is there anything that staff can learn about working with this pupil?</i></p>
<p>Agreement:</p> <p>Parent name _____</p> <p>Parent signature _____</p> <p>Date _____</p>	<p>Staff name _____</p> <p>Staff signature _____</p> <p>Date _____</p>

<b>Behaviour Plan</b>			
<b>Pupil name:</b>		<b>Class:</b>	<b>Year Group:</b>
<b>Skills and talents</b>		<b>Achievements</b>	
<b>Likes</b>		<b>Dislikes</b>	
<b>Log of incidents:</b>			
<b>Date</b>	<b>Description of behaviour</b>	<b>Trigger for incident</b>	<b>Action taken</b>
<b>IBP evaluation and next steps:</b>			
<i>How effective is the plan?</i>			
<i>Record suggestions to be considered when this plan is reviewed.</i>			

## **Appendix B**

### **GOVERNOR STATEMENT OF BEHAVIOUR PRINCIPLES**

The Governing Body is required is required to make and review a written Statement of Behaviour Principles. The Head teacher and staff should use these principles in preparing the school's legally compulsory Relationships and Behaviour Policy. It will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

#### **Principles**

##### **Right to feel safe at all times**

All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.

##### **High Standards of Behaviour**

The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. High standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community. Each class will discuss and agree their Golden Rules that set out the expected standards of behaviour that are consistent with the school's values.

##### **Inclusivity and Equality**

Thurgoland C of E Primary School is an inclusive school where all members of the school community should be free from discrimination of any description. This is promoted in the day-to-day life of the school and is set out in the Equality Policy.

##### **Rewards and Sanctions**

The Governors expect the Relationships and Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school. The Headteacher will monitor the reward and sanction system regularly for consistency, fairness and effectiveness and report back to the Governors.

##### **Positive Handling**

The Governors expect the Relationships and Behaviour Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. The Governors expect that all staff will be given advice on de-escalation and behaviour management techniques and that staff have access to the appropriate training.