Donington Cowley Endowed Primary School

POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY – MARCH 2023

Our Behaviour Principles

- Our Positive Relationships and Behaviour Policy involves all members of our school community and is built around the process of taking necessary **STEPS** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.
- Our school follows a therapeutic approach to supporting the development of positive relationships and behaviours. We define this as:
  - ❖ **An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic**
- We recognise that positive relationships provide the foundations for learning and development and are crucial in supporting all children to achieve their potential.
- We have one central purpose: enabling children to learn and achieve within a safe and purposeful working environment
- All children are valued and respected as individuals, regardless of sex, ethnic or cultural background, religious faith or special educational need
- We endeavour to promote our children's self-esteem, whilst encouraging them to take responsibility for their learning, behaviour and environment
- Praise and positive reinforcement are actively used
- We make provision for children's spiritual, moral, social and cultural development through: the curriculum and life of the school, the example set for children by adults in the school and the ethos of the school which is underpinned by our school vision.
- Children, staff, governors and parents share clear objectives and goals within a climate of encouragement, support and appreciation; they have open communication and a common sense of purpose
- We treat all members of our school community with respect, consideration and courtesy
- Staff are STEPS trained and follow a restorative approach – there is a trained STEPS tutor in school.

We support and encourage all members of our school to:

- Listen to each other
- Treat others with respect and politeness
- Learn to resolve differences of opinion in a calm manner
- Care for surroundings and possessions
- Ensure that no-one is put at risk by the actions of others
- Respect the rights of others to play/work without interference
- Take responsibility for actions and behaviour
- Demonstrate honesty and integrity
- Recognise and praise prosocial behaviours

Rewards

Children are rewarded by positive reinforcement and praise such as:

- Personal acknowledgement and praise from staff members
- Being encouraged to feel proud of themselves
- Personal acknowledgement and praise from the SLT and Headteacher
- The awarding of house points and recognition within Celebration Assembly.

Expectations

At Donington Cowley Endowed Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure, and where effective learning can take place
- Recognise prosocial behaviour
- Provide encouragement and stimulation to all pupils
- Treat all children fairly and apply this policy in a consistent way

- Ensure that rules and expectations within school and within individual classrooms are purposeful and are understood by all members of the school community.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us
- Follow the Code of Conduct
- All members of the school community are expected to respect themselves, each other and the school environment
- All will walk when moving around the school to ensure safety
- All members of the school community are expected to be punctual
- Children should wear the correct school uniform or the correct clothing. Our uniform expectations have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning
- Apply a reflect, repair and restore approach to difficult and dangerous behaviours

Bullying

At our school we define bullying as: 'Emotionally or physically harmful behaviour which is: Repetitive, wilful or persistent, intentionally harmful, carried out by an individual or a group based on an imbalance of power leaving the person who is bullied feeling defenceless'.

Please read our **Anti-bullying Policy** for further information on how our school deals with suspected incidents of bullying.

Note to parents:
If you are concerned about your child's behaviour – or you think your child is the victim of the negative behaviour of others:

- Listen to your child, however be aware that there may be another side to the story
- Decide if it can be best dealt with by talking to your child and offering appropriate advice
- If you think the school needs to know please contact your child's teacher, making an appointment will ensure that the matter can receive the best attention
- Once you have done this, support the school in dealing with the incident – please do not take the matter into your own hands
- Please keep the teacher informed of any developments and the school will likewise inform you.

Behaviour

We understand that we all exhibit behaviour, either through the way we act or the things we say. At Donington Cowley Endowed Primary School, we recognise that all behaviours are underpinned by feelings and experiences (Roots and Fruits).
It is important that we understand our children as individuals in order to establish and maintain positive relationships, effectively support and promote pro-social behaviour.
We understand that at times children will display behaviour which is difficult or, on rare occasions, dangerous and it is important that strategies and consequences are in place to respond to these and to repair, restore and learn from these situations.

Difficult behaviour- Behaviour that is anti-social, but not dangerous.

Dangerous behaviour- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Consequences

Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. The class teacher will deal with minor breaches of discipline in a caring, supportive and fair manner. Each case is treated individually but children need to be made aware that they are responsible for their own actions and that these lead to consequences. Each class teacher uses a reward system within their class, appropriate to the age and stage of the children. Consequences should always be relevant, proportionate and purposeful (e.g. to be educational, to ensure safety).

Pro-Social Behaviour	Consequence to encourage
Showing effort in work/completion of work Neat presentation of work to your best ability Being in the right place at the right time Helping/supporting others in distress Good manners Good listening Following instructions first time Kindness to others Calm voice and calm body Looking after all equipment (schools, own and others), keeping the school environment tidy Show respect in personal space	Verbal praise Messages to parents House points Mention in celebration assemblies Opportunities to share work with others (peers and staff) Responsibilities (e.g. Jobs) Referral to Headteacher or another staff member to reinforce pro-social behaviours Thanks to be given
Low Level (verbal reminder) Behaviour (Difficult)	**Consequences to support**
Lack of concentration/focus on work Ignoring/not following instructions first time Non-aggressive throwing of objects Invading the personal space of others Rough play: including pushing, grabbing, pulling Running/being noisy in the corridor Inappropriate use of equipment Dropping litter Interrupting adults or pupils Inappropriate undirected language Using equipment to tap or touch another person	Verbal reminder • Responses should seek to de-escalate behaviour and encourage positive behaviour • Positive phrasing e.g. limiting choice, disempower the behaviour • Restorative/educational consequences e.g. time with an adult, intervention • Language of now and next or first and then • Clear, consistent instruction • Referral to visual timetable
Medium Level Behaviour (Difficult)	**Consequences to support**
Rough play where someone gets hurt: Slapping, pinching, tripping, shoving in the back or pulling someone to the floor Continual undirected inappropriate language Refusal to work Refusal to follow instruction/cooperate Persistent invading of another person's personal space Persistent lack of effort Deliberately provoking others Deliberate unkindness to others Persistent interrupting adults or pupils Running out of classroom (remaining in a safe space)	**Reflect, repair, restore** • Discussion with pupil/pupils involved • Consider teaching of how to deal with behaviour. Non-repetitive/repetitive • If intervention required, speak with SLT • Nurture support • Social stories • Complete behaviour log- CPOMs • Restricted lunch/break time play in a supervised area with alternative provision- physical break is still needed • If necessary, plan intervention/teaching • Monitor impact of teaching/intervention • Roots and Fruits/anxiety mapping where behaviour is ongoing • RMP/ PSP as needed- SLT to be aware
High Level Behaviour (Dangerous)	**Consequences to support**
Intentional vandalism causing damage to school or children's property Spitting at someone Stealing Persistent refusal to work Persistent refusal to follow instructions Verbal threats and physically intimidating Running outside classroom and compromising own or other's safety	**Reflect, repair, restore** • Discussion with pupil/pupils involved • Consider teaching of how to deal with behaviour. Non-repetitive/repetitive • If intervention required, speak with SLT • Complete behaviour log • Restricted lunch/break time play in a supervised area with alternative provision • Monitor impact of teaching/intervention • Roots and Fruits/anxiety mapping • RMP when needed • Contact parents at decision of SLT

Highest Level (Crisis)	Consequences to support
Violent physical aggression causing personal injury: intentional punching, kicking, head-butting, biting or slapping Directed verbal abuse towards an adult or pupil including swearing, racist language, sexist language, homophobic language Use of objects/weapons to intentionally hurt others Bullying/persistent intimidation Absconding from school premises	• SLT informed immediately • Removal from the place the incident took place- or removal of other children if this is safer option- safety to be prioritised • Repair, reflect, restore discussed with an adult (and other children where appropriate) • An educational/protective consequence • Parent/Carer notified • A behaviour log to be completed- CPOMS • An internal/fixed term/permanent exclusion in line with guidance- at decision of HT • Referral or advice sought from Children's Services

- Where behaviour is difficult there should be a clear line of communication:
  Support staff- class teacher- SLT- Headteacher
  SLT/ HT should always be made aware of dangerous and crisis behaviours.
- Anxiety Mapping (Appendix 1) will be used to record patterns in behaviour, this will be shared with the SLT and, if appropriate, discussed with parents
- Where there are more serious incidents of poor behaviour, e.g. Physical violence towards another child or member of staff a record of behaviour will be completed- this will be uploaded onto CPOMs (Appendix 2). This details the incident and actions immediately taken and is submitted to the SLT for follow up action, which dependent upon the nature and severity of the incident may result in parents being informed and, if necessary and proportionate a fixed term exclusion in line with Lincolnshire County Council and DfE Exclusion Guidance (at the decision of the Headteacher)
- Where incidents of dangerous behaviour continue a Risk Management Plan - RMP (Appendix 3) will be developed with parents and the Headteacher and will be shared with all adults who work with the child to provide support for difficult and dangerous behaviours. At this stage, a BOSS referral (Behaviour Outreach Support Service) may be considered and the SENDCo will then develop a Pastoral Support Plan (PSP) to support this.

Risk Management Plans (RMP)

For a few pupils, whose behavioural needs are exceptional, a Risk Management Plan (Appendix 3) may be required to formalise strategies for all staff so a consistent response to challenging or dangerous behaviour is given to the child. Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others, to ensure learning takes place for all. When completing an Individual Risk Management Plan the following will be considered:
The triggers to:

- Anti-social behaviours
- Pro-Social behaviours
- Low anxiety behaviours
- High anxiety behaviours
- Crisis behaviours

Strategies to respond to these behaviours will be written in the plan and shared with staff to ensure a consistent response to de-escalate the behaviours, promoting pro-social behaviours. The plan will be reviewed every six weeks with parents/carers and the SLT.

A plan coordinator (SLT) will consider the following:

- Calculate the risk of dangerous behaviour towards themselves, peers, adults or property
- Consider the pupils 'Roots and Fruits' and 'Anxiety Map' to identify areas of difficulty

- Identify a pupil's 'pro-social' behaviours and how these can be utilised to develop self-esteem and reduce anxiety
- Identify 'difficult' behaviour and set out planned scripted responses to difficult behaviour
- Identify 'harmful or dangerous' behaviour and set out planned scripts and responses to ensure the pupil is removed safely without harm to themselves or others.
- Involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- Consider the age, understanding and competence of the individual learner
- Outline the 'Reflect, repair and restore' phase
- Base a plan on the basic premise that "positive experiences create positive feelings and positive feels create positive behaviour" (STEPS)
- Review the plan on a half termly basis, or sooner if further incidents occur

Adults will always seek to de-escalate behaviour at each stage

Learners with Special Educational Need or Disability

We expect all learners to follow our expectations. However, this will be more difficult for some learners at certain times. Learners with an identified SEND particularly under the category of Social, Emotional, Mental Health (SEMH), may have personalised support and intervention set out in their Individual Risk Management Plan and/or their Provision Plan. Please see SEND Policy and SEND Information Report for further details.

Exclusion (see also LCC Exclusion Guidance)
Fixed Term Exclusion

Fixed term exclusion may be used when a child's actions or behaviour endangers other individuals or property or challenges the authority of school staff. Endangering other individuals may include:

- Physically threatening, intimidating or actually hurting others
- Verbal abuse, name calling, racist abuse
- Persistent rough, inappropriate play which is unsafe
- Bullying in any form

Endangering property may include:

- Deliberate damage of school equipment, including throwing items across the room, breaking windows, kicking or slamming doors
- Deliberate damage of the outdoor school environment

Challenging the authority of staff members:

- Refusing to follow class and school expectations
- Refusing to comply with instructions e.g. requests to leave the classroom
- Leaving the school premises without permission

Exclusion may also occur when a child persistently and deliberately disrupts the learning environment of the classroom, thereby preventing the teacher from teaching and other members of class from learning. Exclusion is never taken lightly or in the heat of the moment. It is the decision of the Headteacher and the relevant facts are fully investigated before a decision to exclude is taken.

The following steps are taken:

i. The incident is investigated as soon as possible
ii. The child/member(s) of staff are questioned for their point of view
iii. Adult and children eye-witnesses are questioned and their account are considered
iv. Injuries or damage to property are investigated
v. The location of the incident is taken into consideration

Permanent Exclusion

Permanent exclusion may ensure if, in spite of the school's own support systems and external agencies, a pupil's behaviour continues to constitute a danger to other individuals or to challenge authority.

Reasons for permanent exclusions may include the following:

- Physical assault on another pupil or adult
- Bullying
- Threatening behaviour
- Defiance/challenging authority of the school staff
- Deliberate damage to property
- Possession of an offensive weapon
- Theft
- Verbal abuse to other children/adults

In the case of persistent behavioural difficulties which lead to either fixed term or permanent exclusion, the advice of external support agencies will be sought. This may include the Specialist Teaching Team (STT)and Child and Adolescent Mental Health Services (CAMHS), Children's Social Care or the Behaviour Outreach Support Service (BOSS). In the case of both fixed term and permanent exclusion, the Local Authority's procedures relating to exclusion will be implemented.

Physical Intervention

At all times, staff at Donington Cowley Endowed Primary School should seek to de-escalate situations and where possible avoid physical intervention. However, we recognise that on rare occasions this may be necessary to ensure safety.

Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain children may become distressed, agitated, and out of control, and need calming with a brief physical intervention for example offering an arm to guide, support or escort.

The safety and well-being of all staff and children are important considerations. Under certain conditions this duty must be an over-riding factor. We take the view that staff should not be expected to put themselves in danger. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the child.

The decision to intervene using physical intervention should be a professional judgement taken calmly and in full knowledge of the desired outcome. Though likely to be a last resort it should not be an act of desperation but a conscious decision to act in the child or other's best interest.

All staff are aware that:

- The application of physical intervention should be an act of care not of punishment or aggression and should not be used purely to force compliance with staff instructions when there is no immediate risk to the child or other individuals.
- Only the minimum of force necessary to prevent injury or to remove the risk of harm should be applied and, if used, this should be accompanied by calmly letting the child/young person know what they need to do to remove the need for restrictive physical intervention.
- As soon as it is safe to do so, the physical intervention should be gradually relaxed to allow the young person to gain self-control.
- Whenever possible, physical interventions should be used in a way that is sensitive to, and respects the cultural expectations of, children and service users and their attitudes towards physical contact.
- Physical intervention is not to be used simply to maintain or bolster good order in the classroom or other environment. It is expected that its use will be rare, in exceptional circumstances when a particular need arises. It should not become habitual or routine.

Physical interventions may be used to achieve different outcomes such as:

- To break away from dangerous or harmful physical contact
- To separate the person from the events triggering risk and/or challenging behaviour
- To protect the child or young person

Interventions may be

- **Proactive**, in which staff employ, where necessary, prearranged strategies and methods which are based upon a risk assessment and recorded in individual plans
- **Reactive**, which occur in response to unforeseen events

- Every use of physical intervention is to be reported the same day to the Headteacher or Designated Safeguarding Lead will ensure that the parent of the child is notified that day.
- In addition, the details of each use of physical intervention must be recorded on a behaviour log and uploaded onto CPOMs. The person leading the planned or unplanned intervention must complete this form. The head will review every use of physical intervention.

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, for example:

- To comfort a child in distress (so long as this is appropriate to their age)
- To gently direct a child
- For curricular reasons (for example in PE, Drama etc)
- In an emergency to avert danger to the child or others
- In rare circumstances, when physical intervention is necessary

In all situations where, physical contact between staff and children takes place, staff must consider the following:

- The child's age and level of understanding
- The child's individual characteristics and history
- The location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child or young person.

Types of physical intervention:

- Closed mitten' should be used when making physical contact.
- A 'supportive hug' can be given where necessary to offer comfort and reassurance- A sideways stance should always be maintained, closed mitten used at each shoulder.
- A 'Supportive arm' can be offered to guide and escort- side to side and using closed mitten above the elbow. Intention should always be communicated.
- An 'Open mitten' may be used to guide, support or escort where there is resistance. At all times intention should be communicated, contact made above the elbow and safe shape maintained.

The key aims of this policy should be upheld at all times by all members of our school community.

Positive Relationships underpin the ethos of our school and all actions should therefore be supportive and restorative.

This policy has been written in line with Cambridgeshire Steps.
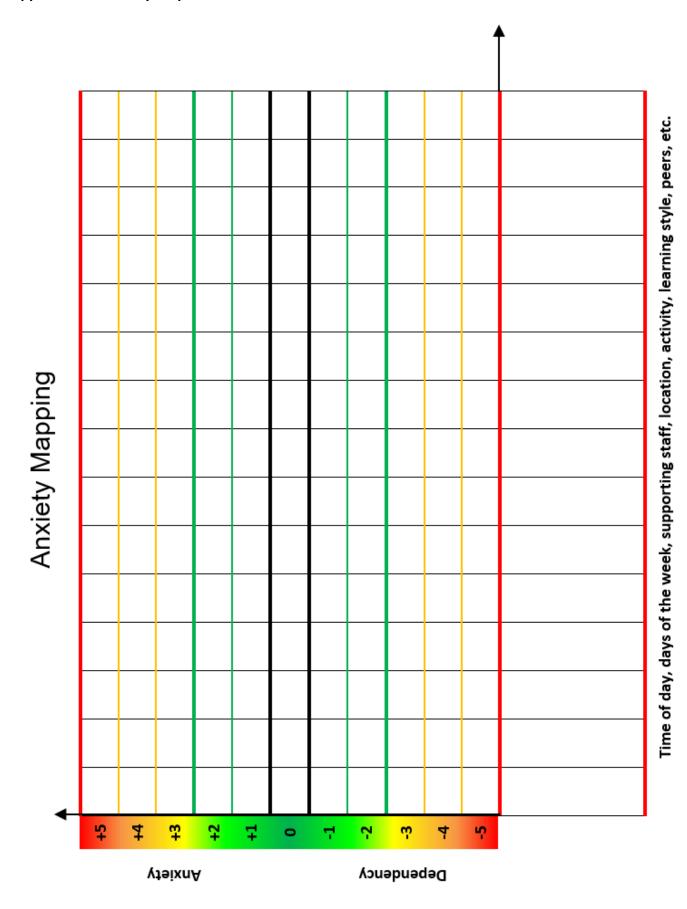
Mrs S L Foston is a trained Steps tutor for our School

This policy is written in accordance with School policies including:
SEND policy
Mental Health policy
Anti-bullying policy
Safeguarding and Child Protection Policy
LCC Exclusion guidance

Signed: **Signed:**
(Chair of Governors)   **(Headteacher)**
Date: **Date:**

Appendix 1 – Anxiety Map

Anxiety Mapping

+5	
+4	
+3	
+2	
+1	
0	
-1	
-2	
-3	
-4	
-5	

Anxiety

Dependency

Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc.

Appendix 2- Behaviour Log

Name of Pupil	Date and time of incident	Name of person reporting

Details of Incident:
Please describe incident clearly and refer to exact behaviours- do not use emotive and subjective language or opinion.
Initials of other children involved should be used.

Initial Actions taken by adult:
Please bullet point actions taken clearly- where an RMP is in place please refer to how strategies were used.

SLT Actions (if applicable):

Follow up actions (if applicable):

Appendix 3- Risk Management Plan (RMP)

Name	
DOB	
Date of assessment	

Harm/Behaviour	Opinion/ Evidenced O/E	Conscious/ Subconscious C/S	Seriousness of Harm A 1/2/3/4	Probability of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

*Risks which score **6** or more (probability x seriousness) should have strategies listed on the plan.*

Risk reduction measures and differentiated measures (to respond to triggers)

Pro-social/positive behaviour	Strategies to respond
Anxiety/DIFFICULT behaviours	Strategies to respond
Crisis/DANGEROUS behaviours	Strategies to respond

Signature of plan co-ordinator... Date ....

Signature of parent/carer.. Date ....