



Meadows First School

Positive Behaviour and Relationships Policy

Managing Behaviour Relationally

Head teacher: Sue Hewitt

Chair of governors: Jane Barrow

Date agreed: Sept 23

Date of review: Sept 24





Policy Rationale

This policy reflects the recognition we give to the importance of a relationship-based approach which is inclusive for all and benefits the whole school community. As a 'Thrive' and 'trauma informed' school, we recognise the importance of positive attachments and relationships in promoting emotional health and wellbeing. Our approach recognises that children are individuals with their own unique qualities that need to be celebrated; whilst at the same time, meeting and supporting those who may, at any point, experience difficulties with their behaviour.

The behaviour policy at Meadows First School is a statement of good practice that covers all aspects of school life that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a happy and safe atmosphere that is conducive to learning, with courtesy and mutual respect as basic requirements. We at Meadows First School are passionate about building strong relationship with the children. Positive relationships are paramount to the children's success and wellbeing in school. Every behaviour is a form of communication.

We at Meadows provide high levels of nurture and empathy, with containment and structure to support children to feel safe. The best form of behaviour intervention acknowledges and enhances the positives. We strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

- We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour.
- We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

Children have a right to a safe, secure, sociable and orderly environment in which to work and play. Staff have a right to come to work and feel safe and supported. Parents/carers have a right to be listened to if they are worried. Our ethos nurtures and promotes good relationships and positive behaviour choices; with a common purpose of enabling effective learning and teaching. All staff are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school. All members of the school community are always encouraged to consider the choices they make in terms of their behaviour and to take responsibility for their actions. We aim:

- To ensure a calm atmosphere in which teachers can teach and children can learn, work and socialise.
- To help the children to become self-disciplined members of society taking full responsibility for their behaviour choices.
- To increase the children's awareness of, and responsibility towards the needs and rights of others.
- To promote the value of every member of the school community.



The school has 3 simple guidelines '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

Be ready – Am I a focused, determined, organised, enthusiastic learner (clever me) Am I ready to listen and learn?

Be respectful – • Am I respecting the rights of others? • Am I using kind words? • Am I being polite and showing good manners? • Am I including everyone? • Am I thinking about others? (unique me)

Be safe – Am I being kind and looking after myself and others? Am I following instructions from adults. Am I keeping myself and others safe? Do I tell an adult if I am unhappy? (Active & safe me)

How do we do this in our school?

These expectations are used to promote positive behaviour and learning by encouraging and developing positive relationships throughout the school community. Staff will model these expectations through ALL interactions at school.

Our approach is committed to safeguarding and promoting the positive emotional and physical health and well-being of every individual involved in our school.

At Meadows First School we work towards creating a learning environment that is accessible for all and a classroom culture that is READY, RESPECTFUL and SAFE.

Visible Consistencies

Daily meet & greet
Children line up smartly
Quiet calm walking around school
Calm and caring ethos
PIP RIP (praise in public, reprimand in private)

Over & Above

Celebration station (board/ table)
Home contact by teacher/ phone call
Certificates, stickers
Postcards
Meadows mouse badges
In class rewards
Refer to SLT

Relentless Routines

Praise in Public, remind in private.
Staff will be calm consistent and fair.
Praise and recognise desired behaviours.
High expectations of moving around the school.
Never walk past or ignore students who are failing to meet expectations. *
**Be mindful of children who are already being supported*



Stepped Sanctions Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!	
step	approach
1. <u>Gentle encouragement</u> , a 'nudge' in the right direction.	a 'nudge' in the right direction. NB _Don't go straight for reminder warning etc – might need a stop, no or a nudge or hand on shoulder rather than straight into the reminder warning –followed by positive praise comment if request followed
2. <u>Reminder</u> privately if possible A reminder of be: Ready, Respectful, Safe	A reminder to be either: Ready, Respectful, Safe (pick appropriate)
3. <u>Warning</u>	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4. <u>Consequence (in class)</u>	teacher choose appropriate consequence (eg move table / time out during break/ lesson for up to 5minutes (followed by 'repair' discussion)
5. <u>Time Out</u> -	If behaviour continues-disrupting lesson/on playground:. Time out might be a short time away from the classroom with another class/TA/nurture room/calm space It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.
6. <u>Repair & Consequence</u> -	This might be a quick chat at break-time in or out of the classroom or a more formal meeting

Relational approaches in the classroom: QUALITY FIRST TEACHING

High 'quality first' teaching is vital in order to support children to manage their behaviour and working with children who have a high level of need is the responsibility of all adults in school. Adults in the classroom have a range of relational approaches to draw on in order to manage needs in the classroom. Being able to manage low level disruption through relational approaches and good quality inclusive teaching will lead to a calm and supportive environment where all children are able to learn. The following approaches will support children to be able to feel safe, secure, and able to regulate their feelings in order to access learning:

- Reminding children of the READY, RESPECTFUL and SAFE expectations at all times.
- Each adult knows the children in their class. They are aware of their learning needs, social and emotional needs and any potential triggers.
- Using a calm and consistent approach with firm, fair and explicit boundaries
- Effective management of transitions – greeting children at the door, using routine and structure to manage the transitions.
- Effective management of change. Pre-warn children. Support children to be prepared.
- Simple language that is accessible to all
- Learning is accessible to all.
- Support children to develop peer relationships.
- Effective management of the environment – be aware of sensory sensitivities.
- Provide feedback which is effective and given clear guidance, instruction and expectation.



Positive praise (PIP – praise in public)

Recognise warning signs with children and regulate them.

- Repair and restore relationships.
- Involve parents. Feedback to parents.
- Using positive language and first attention to best conduct
- Believing that all children can succeed
- Using our agreed school reward systems (stickers, Meadows Mouse Awards, class points, and verbal praise)
- Providing an organised, clutter free learning environment
- Adaptive teaching
- Implementing carpet places and lining up orders that are reviewed regularly if appropriate
- Ensuring that all learners are supported by adults where needed when being directed to tasks
- Giving clear instructions using a variety of methods
- Referring to the class visual timetable and pre-empting change
- Ensuring there is an appropriate level of challenge in the learning

Playtimes & lunchtimes

The READY, RESPECTFUL and SAFE expectations remain in place at all times. Adults on duty must: • Ensure that all children are READY, RESPECTFUL and SAFE

- Encourage and teach new games
- Space out around the playground and field
- Be vigilant
- Use positive language at all times
- Remember PIP and RIP at all times

Adults on duty should be proactive and intervene to prevent the majority of friendship disputes. These key phrases should be used when resolving friendship issues;

What happened?

What were you thinking/ feeling?

How are you feeling?

Who has been affected?

What is needed to make things better?

How can we move forward?

Support for children

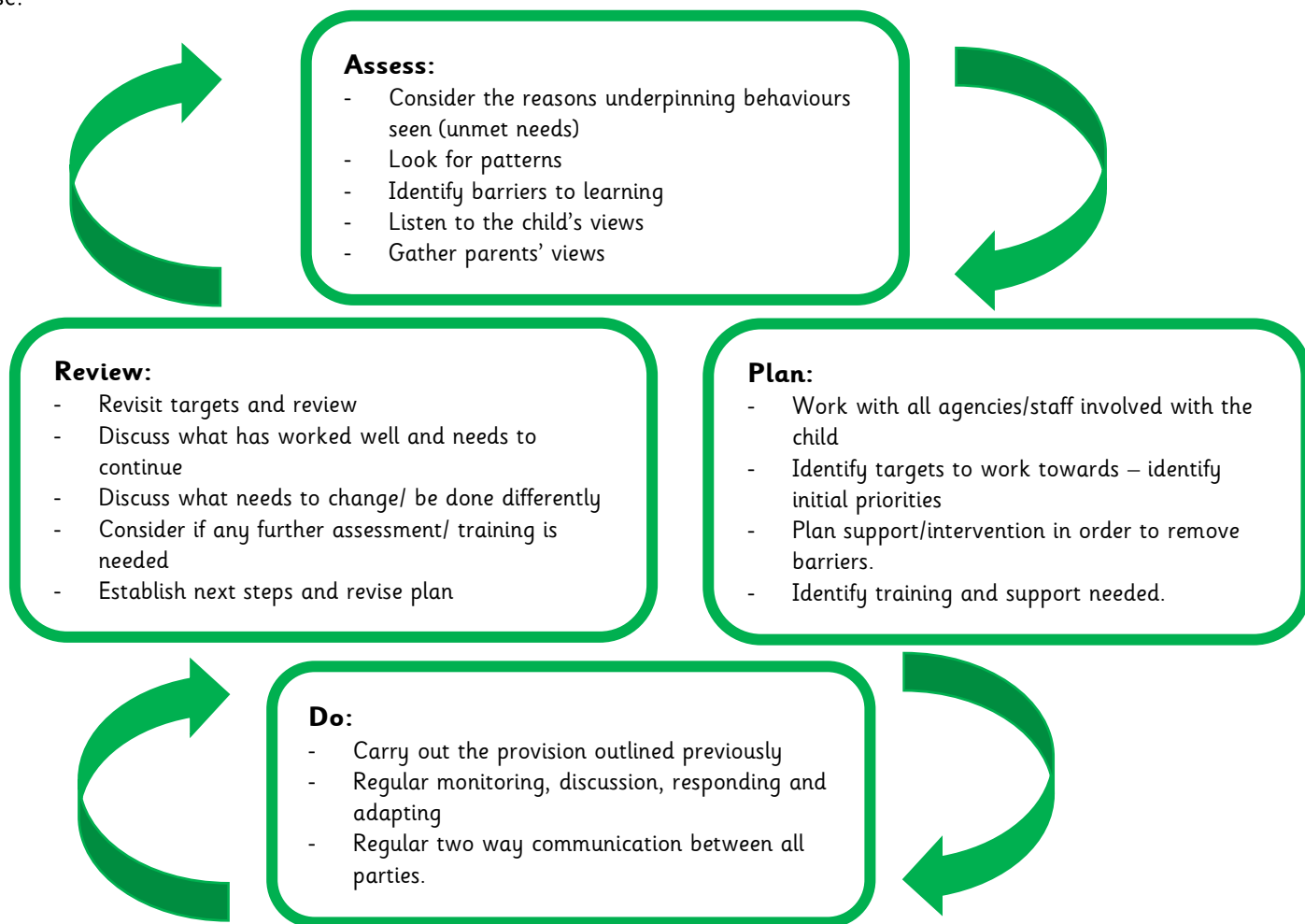
Where a child might need further provision, a support plan may be drawn up outlining clear targets and support, following the assess, plan, do, review process outlined below. Further support may include:

- Reward charts
- Time out of the classroom for focused activities
- Limited choices
- Adult checking in regularly
- Emotions cards
- Visual timetable
- Now and next card
- Change of face

Responses may differ to dealing with situations due to the needs of individual children.



Each child has differing needs in school and we follow the Assess-Plan-Do-Review system in school when behaviours arise:



Addressing Undesirable Behaviour

Adult intervention must focus on the undesirable behaviour and not the child. There must be direct reference to the undesirable behaviour along with clear reminders of the READY, RESPECTFUL and SAFE expectations. If the undesirable behaviour continues, the child will be given a clear warning along the lines of:

“I have already spoken to you about _____ which is not ready, respectful or safe behaviour. I need you to stop that now and I will be watching you to make sure that happens”

If the undesirable behaviour continues the child will be asked to accompany the adult who will say: “Come with me. Thank you”

Physical aggression and/or abusive language

Any physical aggression or use of abusive language (including inappropriate hand gestures) should result in the child being taken straight to a member of the Senior Leadership Team. Appropriate sanctions will be decided upon once the restorative conversation has taken place. The incident will be recorded on Scholarpack. The child's main care giver should be informed if the above has taken place. If a pattern starts to develop a conversation should take place between a member of SLT or the class teacher to determine next steps

Bullying (child on child abuse)

We do not tolerate bullying or intimidation of any kind and any complaint from a child or parent is taken seriously and investigated. It is the responsibility of everyone to prevent bullying happening in school. The Head teacher is



always informed of any bullying incident and a formal record is made. This includes any incident related to cyber-bullying. All incidents must be recorded on scholarpack.

Partnership with parents/carers

We work as a team to support the children/young people in our setting as they grow and develop socially and emotionally. We actively promote a partnership with parents/carers and other agencies, where appropriate. We communicate with parents in the following ways:

- Phone calls/ emails
- Meetings – involving all agencies involved with the child
- Home school diaries and planners (Key stage 2)
- Provision Map access – shows support for each child and the targets they are working on.

Support for staff

Dealing with a child demonstrating distressed behaviour can be upsetting. It is okay to feel upset and to feel hurt. If you feel that you are getting angry when dealing with an incident, withdraw, give yourself space and time, and seek support during and afterwards.

At Meadows we provide the following in order to support staff so they are able to carry out their role effectively.

- Training, coaching and mentoring to develop knowledge and skills.
- Supervision to support work with individual children or classes.
- Observation followed by discussion including feedback and guidance.
- Opportunities to share good practice with others.
- Support within the classroom to regulate the child or to take the class whilst the teacher regulates the child.
- Provision for the child to leave the class for a short period of time in order to calm down or work with another teacher for a period of time before returning
- Facilitation of restorative meetings between the teacher and child or between children.
- Access to outside agencies who may be able to advise on the needs of the child, provision required and who could offer coaching and supervision.
- Support in meeting and communicating with parents.

Special and Exceptional Circumstances

Support is implemented for each child dependant on their individual needs. For some children, in exceptional circumstances, support may need to be more targeted and personalised. Modified personalised timetables may be used in order to enable the child to have a positive experience whilst in school. Children may also attend a session at an alternative provision.

The policy needs to describe the process for supporting children in exceptional circumstances, including through modified timetables, alternative provision and in a very small number of cases through a move to a provision where more specialist support can be provided.

Use of Individual Behaviour Plans

If there is consistent negative behaviour displayed by a child, and the use of the school reward policy is ineffective, then the SENDCo will develop an action plan with the class teacher. They will monitor progress and will decide when the child no longer requires the chart.



Appendix – follows: Appendix 1 staff summary of behaviour management



The Meadows First School Way:

At Meadows First School, high expectations of learning behaviour and respect for each other underpin everything we do.

We will
Be ready. Be respectful. Be safe.



Be ready – Am I a focused, determined, organised, enthusiastic learner (clever me) Are you ready to listen and learn? (Clever me & Calm me) (Article 28)



Be respectful • Am I respecting the rights of others? • Am I using kind words? • Am I being polite and showing good manners? • Am I including everyone? • Am I thinking about others? (friendly & unique me) (Article 2)



Be safe - Am I being kind and looking after myself and others? Am I following instructions from adults. Am I keeping myself and others safe? Do I tell an adult if I am unhappy? (Active & safe me) (A9)

Visible Consistencies

Daily meet & greet.
Children line up smartly.
Quiet calm corridors.
Quiet walking around school.
Calm and caring ethos.
Strong relationships with staff & children

Over & Above

Celebration station (board/ table)
Home contact by teacher/ phone call
Certificates, stickers, badges
Postcards
Meadows Mouse badges
In class rewards
Refer to SLT

Relentless Routines

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Behaviour Management Steps

1. Gentle encouragement – (non verbal cues)
2. Reminder – (ready respectful safe - privately)
3. Caution – (outlining behaviour and consequences)
4. Last chance – (up to 2 minute intervention/ private discussion)
5. Time out – (cool off elsewhere – reset expectations)
6. Repair & consequence – (missing break up to 5 mins/ with teacher outside Restorative conversation)



1. Gentle encouragement, a 'nudge' in the right direction. NB _Don't go straight for reminder warning etc – might need a stop, no or a nudge or hand on shoulder rather than straight into the reminder warning –followed by positive praise comment if request followed

2.Reminder A reminder to be either: Ready, Respectful, Safe (pick appropriate)

3.Warning A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

4.Consequence (in class)- teacher choose appropriate consequence (eg move table / time out during break/ lesson for up to 5minutes (followed by 'repair' discussion)

5. Time Out -If behaviour continues-disrupting lesson/on playground:. Time out might be a short time away from the classroom with another class/TA/nurture room/calm space It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.

6. Repair & Consequence - This might be a quick chat at break-time in or out of the classroom or a more formal meeting.

Microscript

- I have noticed that you are... (having trouble getting started, wandering around etc.)
- At Meadows, we respect everyone's rights... (refer to (choose 1) ready, respectful and safe you are not showing me that you are ...
- Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today...
- Thank you for listening... then give the child some 'take up' time.

Restorative Conversation

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who 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?

Step 5 needs recording on scholarpack



Appendix 2 proforma Early help Support for families in school

Meadows First School- Early Help support for families Plan of Action

Name of child:		DOB:	People involved in plan:		
Creating the plan		What needs to happen?			
Date	Person noting concern/ family concern	Concern- (what actions have been identified to happen by family/ concerned person)	Action and by when?	Who will do this? (child/parents/ agencies/ friends)	Impact/ follow up