

Goonhavern Primary School



Nurture the seed and together we will grow

Goonhavern Primary School

Behaviour and Relationships Policy

‘Good behaviour is a necessary condition for effective learning and teaching to take place’

Approved by: Governing Body

Date: October 2023

Next review due by: October 2025

Policy statement

Goonhavern Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Rationale

At Goonhavern Primary School, we believe that every child has a right to learn in a safe, secure and happy environment. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour and relationships at Goonhavern Primary School. This is a working document designed to enhance the development of positive relationships between children and adults working in schools; parents/carers; and other members of the wider school community. This is underlined in our commitment to being a Trauma and Mental Health Informed School.

We believe the job of promoting positive self-esteem is one of the most important that we do, and that the acquisition of positive self-esteem by both children and staff is crucial to the effectiveness and happiness of the school. Poor self-esteem leads to a child viewing themselves, and believing others view them, as useless, unlikeable and unable to achieve. They are unlikely to be able to relate to others in a warm, respectful and empathetic way, and are more likely to adopt a negative response to life's challenges and choices.

We believe that children can only accept academic and social challenges, and adopt a positive approach to all they do, if supported by affection, praise, success and recognition.

Aims

The aim of Goonhavern Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's behaviour and relationship policy is therefore designed to support the way in which the members of the school community can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. Together we aim:

- To create an environment which encourages and reinforces good behaviour: for learning, for community, for life.
- To define acceptable standards of behaviour and ensure that the school's expectations and strategies are widely known and understood.
- To encourage consistency of response to both positive and negative behaviour. Ensuring that all learners are treated fairly, shown respect and to promote good relationships
- To promote self-esteem, self-discipline and positive relationships.
- To encourage the involvement of both home and school in the implementation of this policy.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others

Ethos

Our school values:

At Goonhavern Primary School we use positive behaviour management strategies to encourage children to exhibit our five school values.

- Responsibility
- Creative Thinking
- Self-Improvement
- Resilience
- Collaboration

School Rules:

The primary aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. Our school rules seek to achieve this aim.

- Be ready
- Be respectful
- Be safe

School rules will be introduced in assembly times and in classes every September and will be revisited regularly by class teachers. These are displayed around the school and underpin the ethos of the school.

Positive management strategies:

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting clear and consistent expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Goonhavern Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Not having clear boundaries, expectation and structure can lead to limit deprived children.
- Reinforcing good behaviour helps our children feel good about themselves.

Being a Trauma informed School:

Research shows that one emotionally available adult before the age of 18 interrupts the progression from childhood adversity to learning difficulties, mental and physical ill-health. For many children this person will be a teacher.

We will interact with children in ways that develops high human functioning (reflective capacities in the frontal lobes). This will support their:

- Ability to learn, concentrate and reflect
- Good Impulse control
- Emotional regulation
- Empathy
- Emotional and social intelligence.

What this will look like at Goonhavern:

- Relationships, connection and belonging are central to the school ethos.
- Creating an environment of psychological and physical safety is fundamental.
- One size does not fit all – children are viewed developmentally.
- All behaviour is viewed as communication and with curiosity.
- A whole school ethos and approach that has a common language, consistency and understanding.
- Supporting children to develop the capacity for self-regulation.
- Policies reflect the learning from neuroscience and attachment theory.
- A highly structured and predictable environment.
- Adaptive to the needs and requirements of the child.
- A 'no matter what' approach.

Rewards, Strategies and Sanctions

We aim to create a healthy relationship between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school behaviour policy is on REWARD and PRAISE, which should be given whenever possible for both learning and behaviour.

Rewards:

Our primary reward system is the online platform Class Dojo. Each child has an avatar and can earn points for exhibiting any of our five school values or three school rules. These points are celebrated on a daily basis in each class. There is also an individual award for most points in each class which we celebrate in Friday sharing assembly. House point tokens are given out at lunch, break and transition periods and the reason for this is always consistently about our values.

In addition pupils can also earn the following rewards (this is not an exhaustive list):

- Verbal praise to children with a smile
- Verbal praise to a parent/carer about their child, either face to face or phone call
- Stickers and prizes
- Certificates
- Star of the week and Head teachers award
- Sending children to other members of staff to celebrate learning
- Special responsibilities or privileges
- Post on portfolio or message home

Practical strategies for managing and modifying poor behaviour:

Our strong universal provision should mitigate the need for sanctions in most cases and staff will employ these positive behaviour management strategies prior to the consequences below.

Hands up: A hand-up system will be used throughout the School by all staff to require children to be silent. When required a member of staff will raise their hand. All children and staff present will respond by raising their hand and becoming silent.

The reminder: A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution: A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. **Learners will be reminded of their previous good conduct to prove that they can make good choices.**

The time-out: The learner is asked to speak to the teacher away from others. Boundaries are reset. Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning. Learner is given a final opportunity to reengage with the learning / follow instructions. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If the step above is unsuccessful, or if a learner refuses to take a time out then the learner will be asked to leave the room. If appropriate, a member of the senior leadership team will escort the learner to a workspace outside the teaching room.

Restore: Reparation meetings at Goonhavern Primary School are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 7 steps:

1. What's happened?
2. What were you thinking at the time?
3. Who has been affected? How have they been affected?
4. What have you thought since?
5. What should we do to put things right?
6. How can we do things differently?
7. Reaffirm your commitment to building a trusting relationship.

Sanctions:

Staff will follow the 'Steps to Support Behaviour' outlined below. At step 3 the child is given a clear choice. If the instructions are not followed the child will receive an appropriate sanction. Typically, this will result in losing minutes of playtime. It might also result in a child working in another space. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Steps to Support Behaviour: We have a clear and consistent five stage process for occasions when children are not exhibiting the school values. The emphasis is always on giving the children every chance to succeed before moving to the next stage. By building relationships and getting to know individuals we can use teacher judgement to ensure these stages are not moved through too quickly.

1. The teacher look (can be accompanied by a verbal acknowledgement)
2. Verbal warning (must use these words) - "this is a verbal warning..."
3. Visual Warning (Initials on the board card on table) and/or Time Out
4. Missed break time. With teacher for low level concern. With member of SLT for more serious or repeated concern (record on My Concern) – Inform parent on the same day
5. Removal to SLT if behaviour/disruption continues

Aggressive, extreme or repeated behaviour at any point is straight to stage 4 or 5.

This has been tailored to each class and shared with pupils. All classes have signed a class charter and have a reminder poster in class. Example below:

'5 Steps' to help you make a good choice:

1. Teacher look.	
2. Verbal warning.	
3. Red card on Mr. Hay's table. Time out in the book corner.	
4. Missed breaktime.	
5. Visit to Mrs Hatch and phonecall home.	

Where appropriate, restitution will be made and an oral or written apology given, for behaviour affecting other members of the school or local community.

Repeated rule breaking or significant behaviour incidents such as physical violence, aggression and damage to property will lead to a phone call to parents. We aim to involve parents at the earliest possible opportunity. This may also result in a written warning from the headteacher, a fixed-term exclusion or a permanent exclusion.

The following will not be tolerated and may result in an instant sanction:

- Swearing, racist, sexist, homophobic or discriminatory behaviour
- Being in a restricted area – e.g. car parks
- Arguing with staff or being verbally abusive
- Bullying, fighting or physical contact
- Bringing into school any objects which can cause harm – including knives, lasers, tools, lighters etc.

Other sanctions which can be used at teachers discretion:

- Loss of playtime/lunchtime (learning time repayment)
- Discussion with SLT
- Loss of reward
- Meeting/telephone call with parent/carer
- Loss of privileges

We ensure that the relationship between the child and adult is maintained while making clear that the behaviour is not acceptable. Through rupture and repair children will gain the knowledge and trust that you and I can both get things wrong and it will still be ok.

Breaktime and Lunch

These sessions have a separate system to the 5 steps outlined above.

1. Give a warning
2. If behaviour is not rectified or if more serious behaviour was exhibited give a 5-10 minute time out.
3. Any violence, disrespectful behaviour or concerning behaviour comes to DSL or Class teacher.

If a group of children are not following the rules please use your whistle. All pupils should freeze until you sound the whistle again. If they do not then bring all children to line up to talk to them. DSL will come to support.

The following poster will be displayed for pupils:

Playground Rules:

Everyone is BEing READY:

- Stop as soon as you hear the whistle and look towards the adults for instructions.
- Water monitors will make sure bottles are outside and full.
- Wear suitable clothes (coats, shorts under skirts, sensible shoes).

Everyone is BEing RESPECTFUL:

- Follow adult instructions first time
- Be kind to others and share
- Respect school property and the natural environment.

Everyone is BEing SAFE:

- No rough play or physical contact sports
- No climbing on the bank/fences
- No lifting onto equipment
- Follow our tree climbing rules
- Don't go back into school (Toilet only with permission)
- Stay in the permitted areas outside
- THINK – Is this safe?

Implementing Behaviour Management

We believe consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

All staff will:

- Where possible pre-empt behaviour and take steps to prevent
- Demonstrate clear and consistent high expectations
- Use eye contact, facial mobilisation and use of prosody in the voice
- Never raise voices (convey sounds of safety)
- Review seating plan of the classroom
- Use of non-verbal communication e.g. eye contact
- Consistently use Rules/Rewards/Consequences
- Use of classroom routines e.g. meet and greet pupils at the door
- Repeat expectations in a clear and calm voice. Refer to 'Ready, Respectful, Safe'
- Allow children to go to another area of the classroom or partner class
- Allow time out for thinking
- Refer to 'PACE' strategy (Patient, Accepting, Curious and Empathetic)
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners (strong universal provision).
- Use a visible recognition mechanism (Class Dojo) throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up **every time** relentlessly, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly. (You promote what you permit)

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site, especially at changeover, and encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls

- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and school wide behaviour policy and practice
- Make sure that the 'buck stops here'
- Regularly share good practice
- Review provision for learners who fall beyond the range of written policies
- Ensure school commitment to enriched environments
- Ensure school commitment to nurturing and emotionally regulating staff
- Pledge a whole school commitment to using PACE

Hate Incident Reporting

Incidents of hate, including racist and homophobic behaviour will be reported to the local authority via the online reporting form below:

<https://old.cornwall.gov.uk/school-messenger-home/pupil-support/equality-and-diversity/equality-and-diversity-incidents-and-hate-crime-in-schools-online-reporting-form/>

Children requiring additional and different support

Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions (Individual Behaviour Support Plans). Staff will use the TIS assessment tool for such children in order to assess where a child is in terms of their mental and emotional health. This tool will give basic guidance, so that change can be made, through understanding where the child is functioning from, and support staff to differentiate their relationship with the child in order to support their development. Practical activities which facilitate the development of this relationship will be suggested and we will monitor changes over time.

Children will be supported by a system of small, achievable targets set in consultation with the child and his/her parents/carers. The headteacher, Parent Support Advisor, SENCO and external support may be involved and give advice at any stage. If necessary, the focus of attention will also involve the teacher and class so that support and help can be given to minimise the effects of disruptive behaviour.

Children will have access to:

- Individual behaviour support plans
- Individual behaviour charts
- Use of the nurture room and nurture lunch times
- Home/school contact books
- Wellbeing intervention
- Motional assessment
- Support from additional outside agency support

Reasonable Force:

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006).
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Record keeping

Where a pupil's behaviour means that it may be more likely that staff may have to use 'reasonable force' the headteacher will ensure that the staff working with that pupil receive two-day TeamTeach training. Where staff have used reasonable force, this must be recorded on MyConcern and parents/carers must be informed.

Goonhavern Primary School recognises their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Home/School Agreement

Parents and teachers will work together to ensure consistent approach and even handling. Parents will be informed of the Behaviour and Relationships Policy through the Behaviour leaflet. Staff will support parents with behaviour management through following school practice at home. For more details please see the current home/school agreement.

Relationship Policy

Our school is invested in supporting the very best possible relational health between:

- Parent and child

- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and Senior Leads
- School staff and external agencies

Our school is committed to educational practices which Protect, Relate, Regulate and Reflect:

Protect:

- Increased 'safety cues' in all aspects of the school day, e.g. in primary schools, 'meet and greet' at the school entrance and in secondary schools at the classroom door.
- Staff trained in 'PACE' modes of interaction (Hughes, 2015): being warm, empathic, playful and curious (proven to shift children out of flight/flight/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (fight/flight/freeze).
- A whole-school commitment to cease all use of harsh voices, shouting, put-downs, criticisms, and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. "I wish my teacher knew" (what matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally-available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative person is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatized children in a kind and non-judgmental way from situations they are not managing well.
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time.
- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate:

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally-available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate:

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally-regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burn-out, stress- related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin). Timetabled times for staff to use these spaces.

Reflect:

- Staff development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).
- Provision of skills and resources to support parents and staff in meaningful empathic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff ('working alliance'), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/ play/drama/music/sand-play/emotion worksheets/emotion cards.
- PSHE (Personal, social, and health education) and psycho-education as preventative input, informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathic conversation, addressing children's negative self- referencing and helping them develop positive, coherent narratives about their lives.
- A Behaviour Policy based not on punishment, sanctions and isolation, but one that models enquiry, reflection, resolution and interactive repair (e.g. restorative conversations).

Equal Opportunities

This policy is in line with the School's Equal Opportunities Policy and reflects the aspirations and beliefs of the school and wider community, including staff and pupils. No person will be discriminated against due to race, age, religion, gender or ability.

This is a 'no matter what' approach to improving the health and wellbeing and ability to learn for all pupils.