



Hemingbrough CP School

Relational Based Approach Behaviour Policy

"I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood" (Louise Bomber 2007)

"As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability – whatever our role or context" (Louise Bomber 2012)

We aim for Hemingbrough CP School to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can contribute and are valued as individuals. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-esteem, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

The purpose of our policy is:

- To help us maintain a consistent approach which supports the aims and values of the school
- To create a positive and orderly atmosphere which supports teaching and learning
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities
- To ensure consistent implementation of this policy from all staff especially in the delivery of rewards, consequences and sanctions
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour

At Hemingbrough CP our Behaviour policy is underpinned by the principals of the Relational Based Approach.

Its key elements are:

Genuineness
Respect
Empathy
Responsibility

Growth Mindset

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. They understand that relationships are key and that there is "connection before correction"
- Pupils are provided with excellent role models
- It is understood that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Staff use attachment friendly restorative approaches in their interactions with pupils, taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability
- Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

At Hemingbrough CP School we:

- Use positive praise as a form of acknowledging good behaviours and addressing unwanted or inappropriate behaviours
- Adopt relational approaches and restorative conversations to discuss and resolve issues
- Take a personal interest in the progress and welfare of every child
- Expect all staff to take responsibility for promoting positive behaviours at all times
- Expect all staff and visitors to the school to act as positive role models
- Seek to show children that if unwanted or inappropriate behaviours occur, it is the behaviour we dislike not the child
- Always take unacceptable behaviour seriously
- Believe it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties
- Seek to identify and address any persistent difficulties

- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach.
- Greet children warmly regardless of any undesirable events previously
- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs – receive sensitive and well-matched behavioural support

Staff will support pupils to develop positive internal working models, form positive relationships, meet their need for belonging and safety to open up to learning in order to develop their ability to:

- Follow instructions from peers and adults.
- Be kind to others in words and actions
- Respect other people and their property.
- Move safely and sensibly around the school.
- Challenge themselves in their learning

Hemingbrough School staff will do the following to help our pupils meet these expectations:

- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Support them appropriately during timeout to help them calm and regulate both within and outside the classroom depending on the available space
- Use a calm, well-regulated tone and respectful language appropriate to the needs of that child at all times
- Won't use sarcasm to embarrass pupils who are struggling to regulate
- Will respond calmly to help pupils become calm
- Will manage transitions so corridors feel like safe places
- Will provide routine in every lesson, in every classroom so pupils know what happens next
- Will provide activities at breaktime to help manage social time.
 - Use an attachment / trauma informed approach to understand behaviours
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Demonstrate unconditional positive regard
- Empathise

Pupils who experience high anxiety:

Due to differing needs, all pupils can sometimes be in a state of high anxiety. This can happen to any child and may be either a short- or long-term difficulty. We offer pupils different calming strategies and areas around the school for them to regain composure and be supported through co-regulation strategies.

To help lessen anxiety and help pupils to self-regulate they also have access to:

- Safe spaces in and out of classrooms
- Outside space to physically cool down
- Interventions specific to their needs
- Support plans
- Calm classrooms
- ELSA trained staff

Supporting Appropriate Behaviour:

Modelling

One way that pupils learn about both appropriate and inappropriate behaviours is by observing others. Pupils model their own behaviour on other people's responses therefore it is important that they are given the opportunity to observe positive role models.

"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. The adults who work with the most difficult of behaviours are always in control of themselves before they attempt to take control of others" (Paul Dix, 2017)

Hemingbrough School is committed to providing positive role models for our pupils:

- Staff model appropriate, positive behaviour at all times

- Staff highlight pupils' appropriate behaviour to their peers - Staff acknowledge and reward pupils' appropriate behaviour
- Older pupils are given opportunities to act as positive role models to younger pupils

Roles and Responsibilities

Staff:

- All staff endeavour to ensure that children behave well at all times, following the School Rules, even when they are not present.
- Teachers contribute to the open door policy for parents to deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.
- Staff record incidents for identified children using CPOMS which is monitored and reviewed by the leadership team.
- Teaching Assistants and Midday Supervisors support the teaching staff in the above.
- The headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

Parents

- Parents have a vital role in promoting good behaviour in school and so effective in home/school liaison is very important. It is important teachers can gain full support of parents when dealing with any child's behaviour
- We expect parents to behave in a reasonable and civil matter towards all school children and staff. Incidents of verbal or physical aggression by parents of children in the school will be reported to the headteacher, who will take appropriate action.
- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher or Headteacher
- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing effectiveness of the policy.
- The Governors support the headteacher in carrying out the policy.

Praise and positive reinforcement and reward

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. Positive reinforcement may take the form of different approaches across each Key Stage:

- Acknowledgement of positive behaviours
- Stickers
- Raffle tickets
- Team points
- Special mention in school celebration assembly

- Positive messages communicated to parents
- Individual reinforcement such as sticker charts
- Star of the day/week award
- Responsibilities around the school
- Subtle forms of praise for pupils who find overt praise difficult to accept
- Recognising and celebrating achievements whilst in and out of school.

Communication – Appropriate language

Restorative Approach

Many schools are utilising restorative approaches also known as restorative practice to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found to be very effective in improving behaviour and attitudes as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. Restorative approaches are not intended to replace the use of consequences but support the decision making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

Restorative questions to the ‘offender’

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?

Restorative questions to the ‘victim’

- What was your reaction at the time of the incident?
- How do you feel about what happened?
- What has been the hardest thing for you?

Structure and boundaries to help to create a safe harmonious community.

Due to the differing needs of our pupils, they may not follow an instruction due to their differing levels of cognitive and emotional understanding of a situation, boundaries however are expected to be maintained and staff are expected to deal with them in a calm consistent manner.

Staff should ensure consistent routines for their classroom and for when their pupils are around the school. These expectations are reinforced through assemblies and interaction with Pupils.

It is everyone's responsibility to support children where these expectations are not met but equally to comment positively when they are.

Good routines should be in place for:

- Start and end of day
- Transition times (this includes calming activities at significant points of transition)
- Lining up including assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

Thinking of a child as behaving 'badly' disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

We must be consistent in our application of the rules, codes of conduct, rewards and consequences in order to promote a predictable and therefore safe environment.

Inconsistency is confusing to pupils and undermines the work of other staff and pupils' confidence in our systems.

- Contact may be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- Limit setting and problem solving can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that they will be spoken about later using restorative approaches to support them to consider alternative approaches.
- A consequence may simply be a short conversation at the end of a lesson.
- Consequences will never involve taking away a previously earned reward.
- Any consequences which lead to unnecessary shaming or humiliation of the pupil will not be used. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the pupil will always be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for all our pupils.

- After an incident or a consequence it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.

- In addition to consequences pupils will be supported to reflect on their behaviour and be given an opportunity to problem solve for example they may be supported to repair the relationship, replace something that has been broken or tidy a classroom that has been disrupted.

It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success. If a pupil's inappropriate behaviour persists then there are a variety of options that may be taken all of which will use our understanding of attachment and trauma in order to hypothesise about impacting factors and support personalised action planning:

- Contact should be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.

- The class teacher will discuss their concerns with the pupil. The class teacher will work collaboratively with the pupil / parents / carers to identify any reasons, concerns or difficulties.

- If the pupil continues to struggle to achieve an expected standard of behaviour required for successful learning, the class teacher will arrange a meeting with their parent/carer to discuss the issues being faced. This may be supported by a member of the SLT if appropriate.

Success Criteria

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed into the school.
- All children, staff, parents/carers and all associated adults know and understand the School Rules and adhere to them.
- Expectations and standards of behaviour are consistently high.
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development.
- Parents feel that the school deals effectively with unacceptable behaviour.
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promoted a positive approach.
- Visitors are made to feel welcome by children and staff

Linked Policies:

Behaviour

Child on Child abuse

Anti Bullying

PSHCE

Child Protection and Safeguarding

Allegations of Abuse against Teachers and Other Staff

Single Equalities Scheme

SEN

Use of Force for restraint or control of pupil

Home/School Agreement

Complaints Procedure (responding to parents concerns)

Mental Health and Wellbeing

Appendix 1

Behaviour Descriptors Grid

This Grid is aimed at helping children know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through assemblies, PSHE in class and displays around the school. Staff will role model these behaviours and anyone who comes into the school should follow these guidelines. Expectations and consequences will be displayed in the classrooms (using age appropriate language)

<p>The Behaviour we expect at Hemingbrough CP School:</p> <p>Children should follow the rules:</p> <ul style="list-style-type: none"> • Do be gentle • Do be kind and helpful • Do work hard • Do look after property • Do listen to people • Do be honest <p>Children are expected to:</p> <ul style="list-style-type: none"> • Be polite, respectful and helpful to everyone • Be co-operative in lessons • Be considerate, caring and compassionate towards others • Be honest and keen to learn • Be a positive representative of the school • Carry out responsibilities reliably • Work hard to manage conflict • Show good sportsmanship • Listen quietly and know when its ok to contribute (hands up, talk partner, lolly sticks etc) • Sit sensibly • Be prepared to 'have a go' • Use their initiative in appropriate ways • Be responsible and proactive • Demonstrate excellent behaviour • Try to remain calm and patient even when things are difficult • Give a quick positive response to adults' instructions 	<p>Rewards/Recognition</p> <p>Good behaviour is predominantly recognised with praise</p> <p>It might also be recognised in the following ways:</p> <p>Team points/certificates Raffle tickets Star of the day Postcards/note home/phone call home</p> <p>We aim for consistency across year groups where possible/appropriate.</p> <p>Some class rewards are earned over a period of time. However, once any reward has been given it will not be taken back.</p>
<p>Unacceptable Behaviour</p>	<p>Consequences</p>

<ul style="list-style-type: none"> • Goading or provoking others and deliberately getting other children into trouble • Teasing and winding other children up • Spoiling work • Not managing temper appropriately • Being disrespectful • Using swear words, racist language or calling other children names which upset them • Using Social Network sites to abuse, disrespect/bully other children and adults • Disrupting lessons and preventing others from learning • Taking others belongings • Needing a lot of reminders to follow instructions (age/need appropriate) • Refusing to follow instructions after two warnings and plenty of encouragement • Chasing people when they don't like it • Calling out • Hurting others • Negative peer pressure • Bullying • Bringing the school into disrepute 	<ol style="list-style-type: none"> 1. Positive reinforcement 2. Warning/choices and consequences 3. Sit away from others 4. Taken to another class (with timer) / phase leader/deputy/headteacher (dependent upon severity of behaviour) for Time Out <p>Other consequences</p> <ul style="list-style-type: none"> • Miss playtime • Parents informed as appropriate • Internal/External exclusion at discretion of headteacher <p>Putting things right</p> <ul style="list-style-type: none"> • Apology (verbal or written) as appropriate
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<p>Dangerous/ Severe behaviour</p> <p>Any act which puts other people at risk either physically or emotionally:</p>	<p>Consequences</p> <ol style="list-style-type: none"> 1. Senior member of staff to be informed and to deal with the
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- Aggressive actions e.g. shoving, kicking, or punching in ways which are likely to injure others at any time (including fighting)
- Violent outbursts of temper in lessons or playground
- Swearing directly at members of staff or verbally abusing them
- Misusing objects or equipment in ways which put others at risk
- Running out of lessons or attempting to leave the premises without permission
- Deliberate and serious acts of stealing
- Deliberate, sustained vindictive bullying/victimisation of another person (including racist incidents)
- Wilful damage to property or the work of other children

incident (restorative approaches to be used)

2. Parents to be notified

We acknowledge that some children have additional needs which may cause them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as an exclusion

Appendix 2

Screening and Searching

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of the teaching staff
- Searches will be carried out of sight of other children
- Suspicion may be aroused
 - As a result of a positive screening
 - Because a child is acting suspiciously
 - Because of something said by the child
- There will always be two members of staff present when a search takes place. At least one of those will be the same sex as the child.
- Children will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond their parents or the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called.
- All searches will be logged (to include name, year, sex, ethnicity, rounds of suspicion, time and place, who else was present, what if any reasonable force was used and if so why, how the search began and progressed, the pupil's responses and how staff managed them, outcomes and follow-up actions).
- Parents will always be informed if a pupil has been searched and the result of the search.

Confiscation and Disposal

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police
- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of
- High value items e.g. mobile telephones which are confiscated will be held securely until a parent can make arrangements to collect them.

Allegations

Pastoral support will be offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

Appendix 3

Statement of Principles as set out by the Governing Body

The policy should take full account of, and reflect, the rights and responsibilities of the school, its children, and the parents/carers. It should also be in line with DfE statutory and non-statutory guidance.

In particular the policy and its underlying principles should:

- Promote and support appropriate communications between the school, its children and parents/carers on the behaviour of individual children;
- Be worded so that they can be explained clearly to children of any age and level of attainment;
- Be based on widespread consultation amongst children, staff and parents/carers about acceptable standards of behaviour;
- Enhance the safety and welfare of children and staff and their perceptions of safety;
- Make clear the links between acceptable children's behaviour and the quality of their learning by promoting behavioural improvement as a means of improving learning and teaching and children's enjoyment of school;
- Encourage a healthy balance between, and a positive attitude towards, rewards and sanctions, to encourage good behaviour;
- Promote consistency of application and support appropriate continuing professional development for all staff;
- Be challenging, but realistic and appropriate, in supporting the school's development plan, as the school builds on its successes;
- Be transparent and well focussed on inclusion, equality of application and match to each child's needs, in the context of gender, race, religion, sexual orientation and disability;
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs, migrant and refugee children and looked after children- receive sensitive and well matched behavioural support for their individual needs;
- Ensure appropriate pastoral care for staff accused of misconduct in relation to meeting this policy;
- Be clear on disciplinary powers and actions.

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November 2022	FGB		Website	Jan 2025
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