



Executive Headteacher:

Mrs.Y.Jones



RELATIONSHIPS AND BEHAVIOUR POLICY

HYDE PARK SCHOOLS

Approved by:

Date:

Last reviewed on:

Next review due by:

Rationale

The premise behind our Behaviour and Relationships policy:

Instead of thinking of a child as behaving badly, which disposes you to think of punishment, think of them as wanting to communicate something, which then encourages you to help them.

Introduction

This policy seeks to encourage pupils within the Hyde Park Schools to make positive choices about their behavior and reinforces those choices through praise. Pupils require as much support in developing the regulation of their own behaviour as they do to develop their academic skills.

Strong relationships between staff, pupils and parents are vital. Staff must be fair and consistent with pupils, and always be in control to enable pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and pupils must understand this. If a member of staff is having difficulties with an individual or group of pupils, they are to seek support in order to make a positive change.

The school recognizes that even when encouraged to make the right choice, some pupils will occasionally make choices that have an adverse effect on their relationship with others, leading to negative experiences both in and out of school, or that this behavior may disrupt their own learning or that of others.

A series of focused strategies will then need to be implemented to bring about changes to these behaviors. The aim of these strategies is to encourage pupils to adopt a behavior that supports them in developing and maintaining positive relationships and friendships, and that is conducive to learning. In some circumstances, the Headteacher will need to act to ensure that the behavior of a minority does not undermine the education of the majority or threaten the well-being of others and this action may result in exclusion.

We recognize that this policy relates to the behavior of and relationships between all members of the school community. Positive relationships are the root of positive behavior and attitudes to learning and we all have a part to play in building that positive foundation. The policy should be regarded as a live document; it should be readily available and referred to as needed.

Please note that parents, guardians and carers are referred to as 'parents' throughout this policy.

Our values underpin this policy: our pupils are inclusive, confident, enterprising, brave, curious, kind and optimistic.

Objectives

The aim of this policy and procedure is to support teaching and learning by establishing a code of conduct which will ensure pupils can realise their full potential and enjoy learning and achievement. Hyde Park Schools believe that every pupil should feel valued and in turn, value the School community of which they are a part.

The objectives of the Behaviour and Relationships Policy and Procedure are to:

- Clarify what is meant by 'good behaviour' to all members of each school community;
- Encourage a positive and safe learning environment where pupils behave well towards others.
- Ensure that all staff motivate pupils by using a variety of rewards to promote good behaviour choices.

- Ensure that staff, pupils and their parents have a clear understanding of the consequences of poor behaviour;
- Encourage all pupils to value themselves and their own efforts, their class and their school, so that they grow socially, personally and academically.

Scope

This policy covers the pupils of Hyde Park Schools whilst they are representing their school. The schools consider their pupils to be representing them both in school, on school trips and residentials and at any point in time where the pupils are identifiable as members of the school such as the journey to and from school.

The policy also covers interactions and incidents pupils may have which have a knock on effect on school life or the behaviour of pupils in school.

Mental Health

Mental health affects all aspects of a child's development including their cognitive abilities, their social skills and their emotional wellbeing. The Schools recognise that pupils may experience mental health difficulties and therefore provide a range of pastoral support to pupils who may need help and support. It is important not to label as 'mental health' problems which are in reality normal emotional reactions to new experiences. A number of children may experience emotional or psychological difficulties that without appropriate professional support are more persistent and inhibit their ability to participate fully in school and in other aspects of life. Mental health problems can seriously impair academic performance and may lead to confused or anxious behaviour.

Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)






Some pupils experience social, emotional, behavioural and / or developmental needs for a variety of reasons, e.g. adverse childhood experiences, environmental factors, inconsistent parenting, bereavement, bullying/discrimination. Pupils will be identified through various school support or via external supports and referral pathways such as repeated patterns of misbehaviour being an indicator or identification of specific needs by the SENCO, as well as through concerns raised by staff or parents. Time will be taken to gain an understanding of the cause and nature of the misbehaviour and consideration to how the underlying causes can be addressed through intervention and support. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional specialist help and advice from the SENCO or Educational Psychologist may be necessary. These actions would be coordinated with the Head of School.

The following three elements, help form the foundation of the Behaviour and Relationships Policy and Procedure: • Rules • Rewards and • Consequences

Procedure

Pupils must be supported in the development of their behavioural regulation. Hyde Park Schools use a stepped approach to supporting pupils in this way. We have identified that self-regulation is key in choosing effective behaviours for learning, therefore key words and characters are used to support and embed this across the school.

Foundation stage	Key Stage 1		Key Stage 2	
STOP CHOOSE REFLECT RESTORE	STOP CHOOSE REFLECT FOCUS RESTORE		STOP CHOOSE REFLECT FOCUS RESTORE	
				
STOP	CHOOSE	REFLECT	FOCUS	RESTORE

The self-regulation key words and / or characters will be displayed in each classroom across the school and will be explained to pupils.

Stop – stop and calm yourself down

Choose – think about the choices you have

Reflect – think about what you want to happen

Focus – focus on your task and finishing your learning

Restore – put things right again by your actions or words

Adults should be proactive in facilitating good behaviour. They should use their knowledge of individual pupils to identify triggers in their day and seek to manage the situation in advance. Adults working with pupils are expected to develop a knowledge of them to support the deep relationship that underpins good behaviour. Also, **good routines** should be in place for:

- ☑ Start of the day (emotional register) – a warm welcome from staff at the classroom door every day which also provides an opportunity for each child to feel valued, safe and secure in the sense of connection with the member of staff. For most children, this can be achieved by the simple acknowledgement of the child and the child having the knowledge that they are in mind. It will also allow staff to notice any potential difficulties a child may have in settling to learn that day.
- ☑ End of the day – to accommodate transition from school/home, allow for time organising things to go home and a definite farewell through a class saying, song or goodbye wish.
- ☑ Transition times – calm and ordered routines for coming in and out of the classroom, school, assemblies, change of lessons and so on.
- ☑ Lining up – clear guidance given for lining up and moving around the school.
- ☑ Getting changed for PE – children expected to change quickly and quietly with clear guidance on where to store clothes/kit.
- ☑ Moving around the school – calmly walking to the left around corridors, opening doors for adults, using good manners, waiting for people in front of you and so on.
- ☑ Break and lunchtimes – clear guidance on expectation of not coming back into class unsupervised, how to move around/on/off the playground, how to enter/leave the dining hall and expectations of dining hall conduct.

Rules

In a primary setting, the children are learning how to behave appropriately and understand how their behaviour affects others. Therefore, the approach to behaviour management will vary between the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

When promoting good behaviour we use 'positive framing' to establish and reinforce expectations with pupils (see example language in sanctions box below).

Codes of Conduct

Each class will discuss the specifics of behaviour expectations with their pupils in an age related way. Class teachers have a great responsibility in setting and maintaining the acceptable behaviour code for their cohort of children. They, and other adults supporting pupils, will provide a fair, consistent and reasonable set of boundaries within the classroom. The classroom rules will be co-constructed with the children at the beginning of each year. These rules will cover, in an age appropriate way:

- Appropriate learning behaviour;
- Appropriate behaviour towards others;
- Keeping a safe and tidy environment;
- Movement around the building;
- Behaviour on the playground;

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. Our children will know that their praise is earned and well-deserved. We constantly look for opportunities to share the child's successes with parents through, for example, informal discussions at the end of each day or certificates. Where given, praise should be as specific as possible, e.g. "Well done for holding the door open for other people."

We fully support the development of a child's social and emotional skills by focusing on the school's values of being kind, curious, optimistic, brave, inclusive, enterprising and confident. These values are highlighted and celebrated in assemblies. Adults and children are expected to demonstrate these values to themselves and others.

In addition to the verbal and non-verbal communication of praise, including proximal praise, through comments, tone of voice and looks, tangible rewards will exist in such forms as house points, stickers and treats.

Where pupils are recognised for good behaviour in particular ways, this will be recorded on Arbor. More detail is given on this in Appendix A.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:
It must be clear why the sanction is being applied;

It must be made clear what changes in behaviour are required to avoid future sanctions;
There should be a clear distinction between minor and major offences;
It should be the behaviour rather than the person that is punished.
At all stages, the focus is on restoration and being reflective. Parents can be contacted informally as home/school liaison can support a child's understanding of consequences and 'I have a choice'.

The Restorative/Repair Conversation

Should there be a breakdown in relationship caused by misbehaviour, it is important that the adult and child review the behaviour choice in a restorative conversation. You will find a selection of questions below to use in your restorative meeting. Five questions are enough, foundation children will only manage two or three questions- Teaching staff know their pupils and can decide what pupils need and what they can manage:

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen to make things right?

Take your time with these meetings, allow up to 15 minutes, to give it the value you need.
If necessary, offer a postponement and some support if the child is not ready to talk at that point; be clear to set a date with them the next day though.

Where pupils are recognised for good behaviour in particular ways, this will be recorded on Arbor.
More detail is given on this in Appendix A.

Where pupils are recognised for behaviour below the expected standard in particular ways, this will be recorded on Arbor. More detail is given on this in Appendix A.

Loss of Free Time

SLT may remove a pupils right to spend time with their friends at break and/or lunch times. This sanction would be used for those pupils who persistently cause problems at these times and would give the pupil time to reflect on his/her behaviour and find a restorative approach to correct the misbehaviour, particularly where wrong has been done to another. In extreme cases, a pupil may be banned from the School at lunch times and his/her parents will be expected to make alternative arrangements. This would be recorded as a half day exclusion and is in accordance with the guide to the law on exclusions.

Minor and Major Incidences

Minor incidents might include:

- Talking at inappropriate times
- Mistreating school or other property
- Distracting other pupils
- General misbehaviour around the school, eg running in the corridors, talking in assemblies
- Not having the correct uniform to enable them to learn, eg PE kit, swimming kit and so on
- Isolated shouting out
- Not completing sufficient learning

☒ Lack of co-operation with peers

Major incidents might include:

- ☒ Any prejudice-based comments eg racist/homophobic/transphobic/religious/gender
- ☒ Verbal/written comments, swearing, making comments intended, or likely, to cause upset or offence to someone else
- ☒ Theft
- ☒ Vandalism of anybody's property
- Trying to leave the school site without permission
- ☒ Physical harm to another
- ☒ Play fighting/rough play
- ☒ Exclusion of peers from games, if intended to cause upset to them
- ☒ Defiance after a reasonable request has been specifically directed at the individual by an adult
- ☒ Bringing in inappropriate items
- ☒ Ongoing multiple minor incidents

All major incidents must be referred to Head of School. All major incidents will be recorded on Arbor by the class teacher. The Head of School may add notes to the Arbor entry upon having dealt with the incident. The class teacher will communicate to the parent of the transgressor, as well as any affected parties, unless agreed with the Head of School.

List of rewards and sanctions

Positive behaviour will be rewarded with, among other things:

- Praise
- Behaviour points
- Behaviour cards
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school approach to misbehaviour is as follows:

		Examples of language
STAGE 1	Remind the pupil of the correct behaviour expectations.	"Well done this table – you are listening and ready to learn." "Daniel, I'd like you looking this way and listening thank you." I wonder if this group did not quite hear the expectations. What we've agreed is that we should be facing the front and listening."
STAGE 2	Issue a verbal reprimand and a warning of what will happen if inappropriate behaviour continues	"James, you can either stop talking and focus on your learning or you will need to move to the focus table."
STAGE 3	Move pupil to a focus desk in the room to complete their work on their own	"Bob, you've continued to talk after the warning, which disrupts our learning, so now you have to move tables."
STAGE 4 CT / TA <i>Record on Arbor</i>	Pupil must move to another class to complete their work – to team leader – team leaders support one another	"Bob, you've continued to disrupt learning after moving seat, so now you have to move classes."
STAGE 5 CT / TA <i>Record on Arbor</i>	Pupil must be referred to Head of School	"Eliza, you have moved classes and yet still continued to disrupt learning. I will need to refer your behaviour to Mr Dellow."

Persistent ongoing issues, major incidents and behaviour plans

Should the above, used within our usual school climate of positive behaviour, reward and achievement systems not be successful or appear inadequate, the graduated behaviour pathway are enacted. Usually children at this stage will have some emotional or social needs which will need to be addressed in the pathway which will take into account, and be appropriate to, the age and development of the child.

Major incidents must be referred to the Assistant Head or Head of School in the first instance. In all cases where the behaviour is a significant cause for concern and has been referred to SLT, pupils will move onto the Graduated Behaviour Pathway.

Fixed Term and Permanent Exclusions

Only the Headteacher (or the acting headteacher) has the authority to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteachers may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, the parent is informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parent how to make such an appeal.

The Headteacher informs the LA/CEO of Horizon and the governing body about any exclusions. The governing body cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee that is made up of three members- the committee considers any appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the Headteacher, must comply with this ruling.

Appendix A - Good routines should be in place for:

☑ **Start of the day (emotional register)** – a warm welcome from staff at the classroom door every day which also provides an opportunity for each child to feel valued, safe and secure in the sense of connection with the member of staff. For most children, this can be achieved by the simple acknowledgement of the child and the child having the knowledge that they are in mind. It will also allow staff to notice any potential difficulties a child may have in settling to learn that day.

☑ **End of the day** – to accommodate transition from school/home, allow for time organising things to go home and a definite farewell through a class saying, song or goodbye wish.

☑ **Transition times** – calm and ordered routines for coming in and out of the classroom, school, assemblies, change of lessons and so on.

☑ **Lining up** – clear guidance given for lining up and moving around the school.

☑ **Getting changed for PE** – children expected to change quickly and quietly with clear guidance on where to store clothes/kit.

☑ **Moving around the school** – calmly walking to the left around corridors, opening doors for adults, using good manners, waiting for people in front of you and so on.

☑ **Break and lunchtimes** – clear guidance on expectation of not coming back into class unsupervised, how to move around/on/off the playground, how to enter/leave the dining hall and expectations of dining hall conduct.

Appendix B : Behaviour Plan

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




BEHAVIOUR PLAN
PUPIL NAME:

CLASS:

YEAR GROUP:

Date

Date

Targets:	1. Xxxx 2. Xxxx 3. xxxx					
Have I met my targets:	 Fully		 Some of them		 Not this time	
	0900-1000	1000-1100	1100-1200	1200-1300	1300-1400	1400-1500
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
Rewards	1. xxxx 2. #22 3. 3333					

APPENDIX C - Playground expectations and procedures

Pupils are expected to follow the same level of behavioral expectations as in the school building, although in a different context. The principles of 'kind actions, kind words' underpins our expectations of behaviour during PE lessons, unstructured times and including in the school canteen or other lunch venue. This means that overly physical play and play fighting are not allowed. If an adult has to deal with an incident on the playground or in the canteen, they will approach the situation in a way that mirrors the classroom:

1. A reminder of the correct behaviour will be given.
2. A verbal reprimand and warning of what will happen if inappropriate behaviour continues.
3. The individual may have to spend 5 minutes with the adult, without partaking in further play activities.
4. The pupil will need to stay with an adult for a longer period of time up to 15 minutes.
5. The pupil may be referred to a member of SLT.

It will not always be appropriate to follow all of these steps in this exact order as in less structured time situations are less predictable and will require some judgement to be exercised.

At the point where a pupil is with an adult on the playground, the adult will judge whether the child needs to calm down or is ready to engage with a conversation about their behaviour, and proactively discuss the poor behavior choice with the pupil, using the framework of restorative communication. You will find a selection of questions below to use in your restorative conversation. Five questions are enough, foundation children will only manage two or three questions- Staff must use their judgement to decide what pupils need and what they can manage:

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen to make things right?

Any member of staff who is not the class teacher must pass any behavioural incidents over to the class teacher at the nearest opportunity. For lunchtime staff this will be when the class are collected from the playground at the end of lunch. The behaviour incident will need to be logged if stage 4 is reached.

More serious incidents will need to be dealt with quickly. If a child is hurt by another child then of course the priority is assuring that the injured child is happy and safe. Any physical hurting behaviour needs to be investigated by first talking to the pupils concerned. If a pupil is non-compliant or aggressive then the supervising adult should first attempt to de-escalate the situation, and call on help to ensure any injuries are simultaneously being treated. Serious incidents must be referred to a member of SLT, who the office will help to locate. Once a matter is referred to SLT, the SLT member will be responsible for follow up actions. Specifically, in the case of more serious incidents this includes: contacting parents or carers; recording on Arbor; issuing and organizing any sanctions.

Once dealt with, whoever deals with the incident, such incidents must be referred to the class teacher.

APPENDIX D(i) - FLOW CHART OF BEHAVIOUR PATHWAYS



APPENDIX D(ii) - FLOW CHART OF BEHAVIOUR PATHWAYS PLAYGROUND

