



Relationship and behaviour policy

September 2022

“...why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.” (Paul Dix, *When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*)

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and empathy. We work to the principles of a restorative ethos. This relationship and behaviour policy is designed to support the way in which all members of the school can live and learn together collaboratively, in an environment where everyone feels happy, safe and secure.

At Hatchell Wood Primary Academy, we use a variety of consistent strategies throughout the school which aim to produce individuals who feel safe, secure, and who have positive emotional wellbeing and self-esteem. The children are happy to be individuals and understand that everyone is unique, building a mutual respect and understanding for all. We want both children and adults to feel confident, needed and appreciated for their hard work. Children at Hatchell Wood work in a relaxed and enjoyable learning environment where they know that they are achieving and are recognised for their achievements. We recognise the importance of teaching appropriate social and learning behaviours, which promote the emotional health and wellbeing of both children and staff. We believe that positive behaviour should be rewarded rather than merely deterring anti-social behaviour, as this will create an ethos of kindness, co-operation and respect.

Our academy rules underpin the expected behaviour of all children, but the primary aim of the relationship and behaviour policy is not a system to enforce rules. It is a means of promoting excellent, positive relationships, so that we can create an inclusive community where all children enjoy their learning and achieve their full potential.

Our academy rules

We have 3 very clear and simple rules which we abide by:

1. **READY** - We *always* follow instructions from a known adult in school.
2. **RESPECTFUL** - We *always* speak kindly and respectfully to each other.
3. **SAFE** - We *always* keep ourselves safe and we never hurt others.

Roles and responsibilities of all staff

- To listen
- To lead by example, e.g. treating children with respect.
- To ensure good behaviour is always recognised and to regularly celebrate learners who go above and beyond.
- To deal with any behaviour issues in a calm and controlled manner.
- To be consistent in dealing with pupils.
- To promote the aims and values of the restorative ethos of school.

- To have high expectations of pupils behaviour.
- To promote high expectations of behaviour within the community.
- To meet the educational, social and behavioural needs of pupils

Promoting positive behaviour in the classroom

In our academy, we try to “catch” children who are behaving well and use a generous amount of praise. We give positive instructions such as “Please walk” not “Don’t run” to encourage children to do the right thing. When transgressions do arise, they should be dealt with discretely in a calm and assertive manner. Assertive teaching styles and good relationships are essential in establishing a positive ethos in the classroom, adults are consistent and respectful in their interactions. When actions have caused harm and consequences have been applied the adult quickly repairs and rebuilds relationships.

At Hatchell Wood we endeavour to promote and develop positive behaviour through:

- Quality first teaching – lessons are well planned and differentiated for ability and learning styles. Activities are engaging and challenging
- Whole school growth mindset, positive behaviours (Hatchell Wood Smart Seven Skills) - Resilience, Communicator, Independent, Creative, Reflective, Teamworker, Problem Solver.
- Whole class THRIVE screening and action plans which ensure pupils have access to developmentally appropriate social and emotional learning opportunities and activities.
- Our Embrace Curriculum
- Our school Wellbeing Champions

The Embrace Curriculum

As part of our Embrace curriculum we use Thrive which is a therapy based programme focussing on individual’s needs through careful analysis. This ensures that whilst we have sanctions for poor behaviour we are also dealing with the cause of that behaviour.

The Thrive Approach use a developmental model to help us understand how children develop socially and emotionally from birth through to adulthood. This model gives a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child’s development at each of the different stages. In addition, the model gives a lens through which to look at and interpret children’s behaviour, enabling identification of the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs.

Hatchell Wood’s focus on teaching and learning is underpinned by a behaviour policy which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning.

Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community.

In the Hatchell Wood community, pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. We do not shy away from applying sanctions, such as loss of privileges, but focus on the need to take responsibility for finding a constructive way forward for all concerned.

The impact of this approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Rewards and recognition

We recognise and reward learners who go ‘over and above’ our standards. Although there are many rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Rewards used include:

- Staff congratulate children
- Stickers and stamps are used by teachers and support staff
- Class rewards
- Dojo points/ House points
- Weekly ‘star of the week’ certificates
- Celebration assemblies
- Emails home from the Headteacher
- Sent to the Headteacher/ another teacher to show good work
- Recognition board
- Every adult sends home one recognition card per week.
- Positive notes home.

Adults in school are clear about the minimum standard of behaviour that we expect- put simply, we follow the school rules (**Ready, Respectful and Safe**). This is a basic expectation. We deal robustly with poor behaviour. If pupils choose not to follow the rules there is a structured response to help get them back on track. When applying sanctions we make a point of never criticising the person, only their actions.

		Example of behaviour	Actions
Step 1	Reminder	<ul style="list-style-type: none"> • Not completing enough work in a lesson • Interruptions during lessons/shouting out/distracting others/moving around the classroom • Unkind remarks to peers • Misuse of equipment that results in damage • Answering back or not following instructions 	<ul style="list-style-type: none"> • Private, low-key explanation of rule broken. • Calm, clear and supportive re-iteration of expectation to the child • Adult explains the behaviour they are looking for and encourages this.
Step 2	Caution	<ul style="list-style-type: none"> • Not completing enough work in a lesson • Interruptions during lessons/shouting out/distracting 	<ul style="list-style-type: none"> • A clear verbal caution delivered privately. • Make the student aware of their behaviour and outline the consequences if they continue.

		<p>others/moving around the classroom</p> <ul style="list-style-type: none"> • Unkind remarks to peers • Misuse of equipment that results in damage • Answering back or not following instructions 	<ul style="list-style-type: none"> • Adult explains the behaviour they are looking for and encourages this (this time, the adult concentrates more on making sure they catch the pupil doing the right thing –praise).
Step 3	Last chance	<ul style="list-style-type: none"> • Consistently not completing enough work in lesson • Repeatedly interrupting lesson • Deliberately hurting the feelings of others by making unkind remark • Deliberately damaging school equipment or facilities. E.g throwing equipment, kick equipment • Disrespectful comments back to the teacher (e.g. you can't tell me what to do/ I won't pick it up) 	<ul style="list-style-type: none"> • Private, low-key explanation of rule broken (calm but firmer). • Teacher speaks to the child again using a 30 seconds scripted response - "I noticed you are ... (having trouble getting started/ struggling to get going/ wandering around the classroom) It was the rule you broke (ready, respectful, safe). You have chosen to (move to the back/ catch up with your work a break time) Do you remember last week when you... (arrived on time/ got that positive note/ completed that learning) That is who I need to see today... Thank you for listening. (then give the child some take up time.) • Children to stay behind after lesson/at break for two minutes to discuss behaviour with adult.
Step 4	Time out	<ul style="list-style-type: none"> • Child continues to be disruptive • Continues to disrespect others 	<ul style="list-style-type: none"> • Children given some time outside of the classroom, moved seat, moved to reflection table, stand with the teacher for some time if incident happens during break/dinner. • It is an opportunity for the child to calm down, look at the situation from a different perspective and compose themselves.
Step 5	Repair		<ul style="list-style-type: none"> • Discussing behaviour with teacher at break time. • More formal meeting. • Discussion with parents if needed.

If the child's behaviour does not improve, other sanctions can be put in place:

- Speaking to a member of SLT
- Parents informed

- Parents contacted for a meeting to discuss behaviour
- Behaviour chart
- Behaviour book for home

Serious misbehaviour may result in more serious sanctions:

- With the parents' agreement, the school may call on a number of agencies which are attached to the Local authority. These include the Early Help and the Educational Welfare Service
- The most serious sanction is exclusion for which the Doncaster LA guidelines would be followed.

An exclusion is seen as a last resort after all other attempts to modify behaviour by Thrive intervention, and adjustments within the organisation to meet the needs of the child, have failed.

If the Headteacher decides to exclude a child, to secure the well-being and entitlement of other children and staff in school, this will be carried out in accordance with the guidelines from the DFE 'Exclusion from maintained schools, academies and pupil referral units in England'. A copy of which can be found on the school website, requested from the school office or on the DFE website.

Sanctions at lunchtime

If children choose to break the **Ready, Respectful** and **Safe** rules at lunchtime the consequences are:

Step 1

- A reminder from an adult about the rules and what they need to do to be successful.

Step 2

- Private, low-key explanation of rule broken (calm but firmer). Use a scripted response.

Step 3

- Time out (2-5 minutes standing next to a lunchtime supervisor).

Any serious behaviour will result in the child being removed from the playground and speaking to a member of SLT.

The class teacher will be informed of any poor behaviour at lunchtime.

Restraint of Pupils

The school follows the DFE guidelines regarding restraint 'Use of Reasonable Force – Guidance for School Leaders, Staff and Governing Bodies'.

Schools can use reasonable force to:

- *remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behavior that disrupts the behavior of others;*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *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.*

We have staff trained in de-escalation and positive handling techniques (Team Teach Training November 2021) and have separate plans for children who regularly dysregulate which identifies potential triggers, techniques or strategies that work most effectively for that child and calming strategies post incident.

Monitoring and Evaluating

Behaviour throughout school will be monitored by all staff, with extreme cases of behaviour being monitored by the Senior Leadership Team. Incidents of poor behaviour will be recorded on the CPOMs system. The pupil voice will be ascertained through discussion with children within the school, and this will combine with information gathered from pupil and parent surveys to enable us to establish whether improvements are being made in the school community.

Sexual Violence and Sexual Harassment 2021 guidance

Hatchell Wood has a 'zero tolerance' towards any acts of sexual violence or harassment which will be dealt with as a major behaviour issue. At no point should it be dismissed as 'banter' (References: KCSIE 2021 and the Sept 2021 guidance for Sexual Violence and Sexual Harassment, alongside the Doncaster LA Safeguarding Policy). 'Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or harassing a single child or group of children. It can occur on a continuum and may overlap, and can occur online and face to face (physically and verbally) and are never acceptable. Evidence highlights it is more likely that girls be victims and boys be perpetrators of sexual violence and sexual harassment.

Behaviour Incidents that start out of school

We have had an increasing number of incidents that have started outside of school but have been continuing in school, mostly on-line. Whilst we will deal with the fallout of these incidents if they come into school, it is the parents and carers who have the responsibility to ensure that their children are playing appropriately outside of school including online games and social media.

E Safety

In its simplest terms, **no child in our school is old enough to be on any social media platform** and should only be on gaming platforms such as Playstation and Xbox through family accounts controlled by their parents and carers. If we have an incident with a child that has started through social media, whilst we will sort out the issues within school, we will refer it back to parents to deal with the issues outside of our control.

The **ThinkUKnow** website has a selection of guides to advise on age restrictions for websites and apps, the dangers to children of access to them and how they should be used.

<https://www.thinkuknow.co.uk/parents/Support-tools/How-to-guides/>

What are the Age Guidelines for Social Media?

- Facebook: requires everyone to be at least 13 years old before they can create an account. Creating an account with false info is a violation of their terms. This includes accounts registered on the behalf of someone under 13.
- Instagram: requires everyone to be at least 13 years old before they can create an account.
- Snapchat: no-one under 13 years is allowed to create an account or use the services.
- Twitter: you must be at least 13 years old to use the services.
- WhatsApp: Users now have to be 16 years, raised from 13 this year.
- Youtube: no-one under 13 years is allowed to create an account. Users have to register an account to view age restricted content.
- Sony Playstation Network: There are two types of Sony Online Network accounts: Master Accounts and Sub Accounts. You must be 18 years or older to create and hold a Master Account. Sub Accounts are for children from ages 7 to 17. Master accounts are responsible for controlling what sub accounts can access.
- Microsoft Xbox Live: Need to be within a family account which can also be used for logging onto Windows PCs. As the controller you decide which sites and how much access the child has.
- Fortnite – PEGI rating age of 12

The ethos for this policy is for our whole academy, each key stage may use rewards and sanctions slightly differently but our primary aim is to create a positive and caring community where both children and adults feel respected, valued and safe.