

Our School Values

Resilience

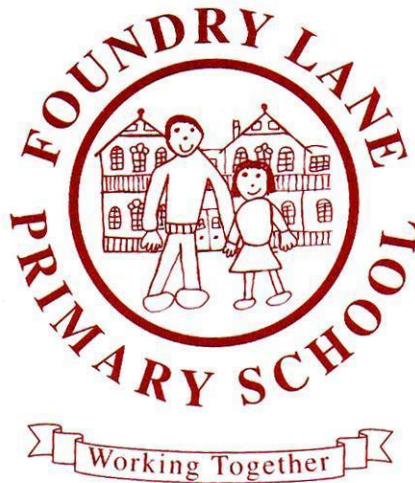
Creativity

Kindness

Community

Critical Thinking

Independence



Relational and Behaviour Policy

If you would like to see a signed copy of this policy or speak to a member of staff about its contents, please contact the School on 02380 774814 or at info@foundrylaneprimary.co.uk

This policy was adopted in: March 2023

This policy is to be next reviewed in: March 2024

This policy will be reviewed by: Whole Governing Body

The Senior Leader responsible for the monitoring of this policy is : Headteacher

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Our Vision

Our inclusive environment acknowledges and respects children from diverse families and cultural backgrounds where everyone feels they belong. We provide a rich and engaging school experience through inspiring, motivating and challenging our pupils to believe in themselves and to raise and expand their aspirations.

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1. Overall Aims

At Foundry Lane Primary School we aim to ensure that pupils learn within an inclusive and safe community where kindness, trust and mutual respect underpin everything we do and pupils can engage in reciprocal, caring relationships with everyone.

In order to achieve this we aim to:

- Educate children to become responsible, independent and caring members of the community and wider society.
- Create a calm, positive and predictable working environment so that pupils have effective learning behaviours.
- Meet the diverse needs of all pupils through an adaptive approach so that they can learn successfully.
- Work collaboratively with all members of our school community.
- Equip members of our community with the skills that they need to be resilient and emotionally regulated so that they can understand the boundaries of acceptable behaviour.

2. Guiding Principles

The key to managing behaviour successfully is through developing caring and trusting relationships. All children, staff and parents should know our expectations for behaviour and attitudes to learning. The school reward systems and restorative procedures for handling challenging behaviour, including bullying, are shared with and understood by all members of the school community.

Behaviour is a form of communication. We therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We use this to build resilience by managing their behaviour in a positive manner so that they can be ready to engage with learning

The management of behaviour is the responsibility of all adults in school.

In order to manage behaviour effectively we all need to:-

- Ensure consistency and predictability in the school environment through structured routines, well defined boundaries and high expectations of behaviour.
- Model and teach positive attitudes and emotional regulation and adopt a therapeutic approach.
- Always seek to understand what a child is trying to communicate through their behaviour and attune to their emotions, accept and validate their feelings and reinforce expectations
- Adopt a restorative approach through which children are taught to reflect on their behaviour in order to resolve conflict and restore caring relationships
- Use specific praise and rewards to promote positive behaviours and build children's relational and learning skills and celebrate these successes within our community
- Ensure that the curriculum is designed in order to actively engage learners and nurture effective learning behaviour.
- Teach children explicitly about behavioural expectations in different contexts through our positive behaviour system and PSHE curriculum
- Teach and provide strategies for self regulation

3. Our Expectations for Behaviour

Our Expectations - We expect everyone in our school community to;

1. **Keep everyone safe in school**
 - *follow instructions*
 - *walk quietly on the left*
 - *look where you are going*
 - *be tidy, put things away*
2. **Be kind and respectful to ourselves and others**
 - *listen when someone else is speaking*
 - *speak and behave politely*
 - *use the right voice at the right time*
 - *look after our environment*
3. **Make responsible choices independently**
 - *be honest and tell the truth*
 - *solve problems peacefully*
 - *always try to make things right*
4. **Treat everyone in our community fairly**
 - *recognise and celebrate people's differences*
5. **Work together**
 - *Support and encourage each other to do our best*

4. Rewards

Children will be rewarded for displaying our school values and meeting our expectations for learning behaviour. Positive reinforcement is the key to building high self esteem so that children learn to be intrinsically motivated.

- This reinforcement will come in many forms including but not limited to: verbal praise, non-verbal cues, stickers, certificates, sharing of work, postcards home and positive phonecalls to parents. However, as a school we recognise that the key to positive behaviour is a strong, trusting relationship with all adults in school.
- A key part of rewarding pupils who consistently follow the behaviour expectations is through weekly celebration assemblies each Friday afternoon. Parents will be invited to attend these in order to share in the celebration of significant achievements.
- The 'House System' provides a framework for team and individual rewards in the form of class Dojo points. These can be awarded for learning or behaviour beyond the basic expectation.




5. A stepped approach to managing behaviour

The whole school approach and classroom management plan will support childrens' social and emotional learning and result in positive behaviour for learning.

All adults will use The Thrive Approach at all times to build and maintain positive relationships with children:

- Praise - shine a light on positive learning behaviour
- Attune – catch and match the feeling
- Validate – to stop their behaviour, validate the feeling
- Contain –make the unbearable survivable
- Regulate – meet the intensity calm and soothe
- Set limits on behaviour - therapeutic boundary holding
- Reason – give support to reflect, learn, remember
- Repair – relationships are secured

If, despite being supported, a child repeatedly fails to meet our expectations a stepped series of consequences will be used. These will always be a natural consequence which is proportional to the behaviour.

Time within the lesson to reflect and repair	Time to Turn – reminders about expected behaviour Time in – Time to reflect in class (classroom action plan)	 
Time out	Thinking time in another classroom to reflect on the choices made and turn around the behaviour Reflection and repair at an appropriate time on return to the classroom	
Reflection Time - intervention within the school day	Breaktime or lunchtime or lesson time with SLT/Year Leader/ Classteacher as appropriate- incident recorded on CPOMS and parents informed by classteacher where possible	
Reflection intervention outside the school day	Detention - incident recorded on CPOMS	
Targeted intervention	Target cards/parental communication	
Internal suspension	A child will complete work with a member of SLT rather than in their classroom and stay off the playground at break and lunchtime	
Individual Behaviour response plan with outside agency support		
Structural adjustment	Part time timetable / alternative provision/alternative curriculum	
Suspension	If behaviour is significant and/or repeated then suspension may be used in order to reinforce expectations and keep other children safe	
Exclusion	Permanent Exclusion will only be used as a last resort in response to a serious breach or persistent breaches of the school behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff and pupils in the school	

6.Positive Behaviour Management in the Classroom - Turn Around Board

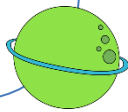
The Turn Around Board will be used to support children to reflect on their learning behaviour and reinforcing high expectations.

- Every child has the right to a fresh start, an opportunity to learn from their mistakes and turn their behaviour around.
- The class turnaround board will be used consistently by all staff in order to clearly communicate with children about expectations and provide opportunity for children to reflect and self regulate. Use of the board will be fluid and rapid, at any time a child can turn it around and go back to green.
- The use of regular praise of positive behaviour reinforces expectations, raises self esteem and highlights good examples of learning behaviour.
- Reasoning should always be given to a child when discussing behaviour. By continuous reinforcement of what we expect, we aim to modify the child's behaviour and to develop social skills and understanding.
- 'Thinking Time' gives the child a time to reflect on their behaviour and self-regulate. A record of the thinking times should be kept by the class teacher in a non-public way.
- Reflection time during break time is an opportunity for the class teacher and the child to spend some 1:1 time reflecting together on the behaviour shown.
- Language should always be non-judgemental. Children should be encouraged to learn from mistakes and learn to be resilient.
- When using the turn around board to reinforce expectations, adults will always maintain a child's dignity and will talk to /communicate quietly about unacceptable behavior and not 'in public'. Verbal or non-verbal reinforcement should be used before moving a child between planets.
- If a child requires thinking time with a senior member of staff then they will review with the teacher whether the child requires thinking time at lunchtime or after school detention.
- Lunchtime thinking time and after school detentions need to be recorded on CPOMS and communicated with parents. If a child does not meet expectations over a significant period of time, or behaves in a way which causes significant concern or harm then an individual behaviour plan will be necessary.
- The appropriateness of the stages of this plan need to be matched to the age and maturity of the children involved.
- **Rewards that have been earned will not be removed as a consequence .**

Class Turn-around Board

Green for Go : Children who are on the green are reinforcing appropriate learning behaviours seen in the classroom. They will be awarded with dojo points.

Yellow for Think to Turn: When a child displays negative learning behavior, they should be reminded about expectations and, if appropriate, move to the yellow planet on the turn around board. This is a chance to signify to a child they need to 'think and turn' their behaviour around. They should then be positively encouraged to 'turn it around' by showing alternative positive learning behaviours.



Red for Stop and Reflect in another class: If the child requires further support and additional time to 'turn it around' they will need thinking time in another class to help them to understand the right choices they need to make in the classroom. When they return they will be welcomed back, put back on the green planet and an adult in the classroom will support the child to understand the expectation that they are not meeting and address the communicative function of the behavior. If the child continues to not meet expectations and returns to the red planet for a second time then the time out should be with a senior member of staff.

Amber for In class thinking time: If a child persistently, does not meet the expectation for learning behaviour and can't 'turn it around' they may be moved to the amber planet for in class 'Thinking Time'. This should not be seen as a punishment but as a focused opportunity to think positively about making the right choices in the classroom and 'turn it around'. An adult in the classroom will support the child to understand the expectation that they are not meeting and address the communicative function of the behavior.

7. Extreme and Distressed Behaviours

What is Extreme/distressed Behaviour?

Extreme and distressed behaviours can include but are not limited to:

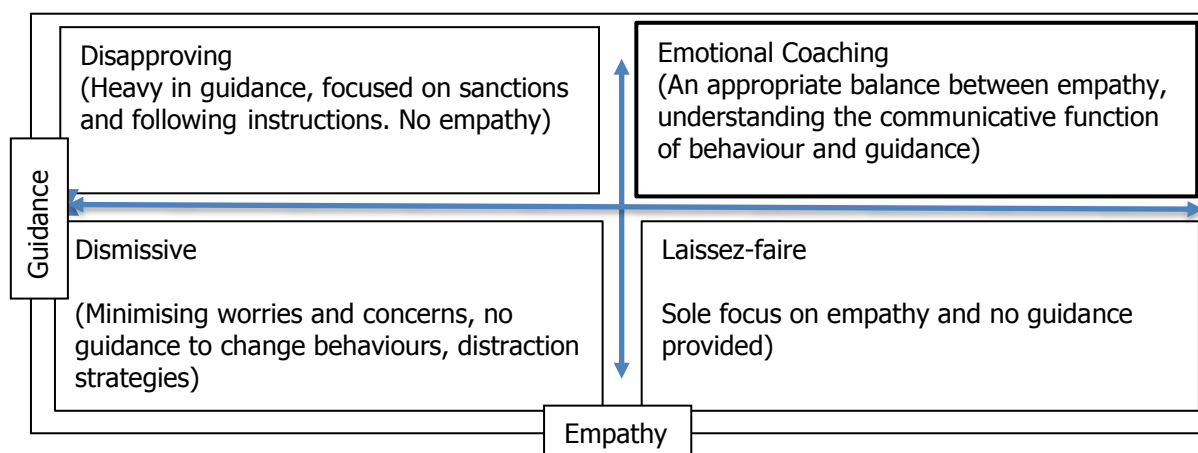
- Verbal aggression to members of the school community
- Physical damage to learning environment or equipment
- Causing physical injury to themselves and members of the school community
- Refusal to follow instructions for the safety and wellbeing of the individual or the group.
- Leaving the classroom without informing an adult
- Fleeing/Attempting to flee from the school grounds

Some pupils may exhibit these behaviours regularly because of special educational needs and will require additional support and intervention in order to be successful learners. When pupils use the behaviours to communicate their distress, our priority is always to keep everyone in the community safe and to regulate the emotions of the individual using the Thrive Approach of Vital Relational Functions and Emotional Coaching.

Vital Relational Functions are:

- Attunement – demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.
- Validation – demonstrating that their feelings are real and justified.
- Containment – Offering their feelings back to them, named and in small pieces.
- Soothing – Soothing and calming their distress repeatedly.
- Regulation – Communicating the capacity to regulate emotional states by modelling how to do it.

When responding to a distressed child, we should aim to coach them through their emotions. This enables us to build connection before seeking to correct the behaviours. **This requires high levels of empathy and clear guidance.**



As co-regulators, adults seek to respond both empathetically and with guidance. Other response styles, can lead to further escalation or to children feeling unheard or not understood.

Once a child is regulated, their actions are discussed and the root cause of the distress explored. During this restorative process, children are taught and reminded of alternative strategies to use when distressed and problem solving is modelled. **This can only be done once the child has completed the crisis cycle and is ready.**

If distressed behaviours threaten the safety of anyone in the school community, one of the following strategies may be necessary:

- Remove other children from the immediate vicinity of the incident.
- Escort the distressed child from the environment
- Use of appropriate Physical Intervention

8. Definitions of Unacceptable Behaviour

What is unacceptable behaviour?

Unacceptable behaviour differs from extreme or distressed behaviours in that the actions are controlled and considered rather than non-governed behaviours that occur due to lack of emotional control. At Foundry Lane, we consider the following to be unacceptable:

- Bullying
- Prejudicial harassment
- Act of deliberate vandalism
- Theft
- Deliberate physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a member of the school community
- Persistent and ongoing extreme behaviours which would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
- Inappropriate sexual behaviour
- Substance Misuse

All behaviour of this kind will be dealt with in line with section 9 of this policy

8.1 Child on child abuse

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from child on child abuse including:

- bullying (including cyber-bullying)
- physical abuse
- inappropriate sexualised behaviour
- youth produced sexualised imagery
- initiation / friendship rituals

The school will implement a contextual approach to safeguarding pupils from child on child abuse and will ensure that all procedures take into account incidents of child on child abuse that occur outside of school or on line in line with our safeguarding policy. If significant incidents occur outside school we will advise parents to contact the police.

8.2 Prejudice Based Abuse

Prejudiced based abuse may be defined as any words or actions towards an individual or group, whether present or not, which are intended to make a person feel frightened, humiliated, ridiculed and/or undermined in self-confidence and self-esteem because of any of the following protected characteristics:

Disability
Race/ethnicity/national origins/skin colour
Gender Identity (both assigned at birth or not)
Sexual Orientation
Religion

The purpose of this definition is not to prejudge the question of whether a perpetrator's motive was prejudicial or not.....(but) rather to ensure that investigations take full account of the possibility of a prejudicial dimension to the incident

What is a prejudicial Incident?

The type of incident that could be considered to be prejudicially motivated could be:-

- threatened or actual physical harm
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived (such as refusing to work with people or to sit and stand near them)
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred

8.3 Inappropriate Sexual Behaviour

Inappropriate sexual behaviour can be considered as any incident where:-

- A child exposes themselves to others
- A child touches another child in an inappropriate way.
- A child uses inappropriate sexual language
- Shows photographs or draws sexually explicit drawings

The circumstances of an individual incident will need to be considered and appropriate action taken by the member of staff managing the incident.

Incidents of this nature need to be handled sensitively as young and immature children can behave in a sexual way as a sign of anxiety or insecurity. Each incident will be investigated by SLT and the appropriate action will be taken in relation to the incident.

Frequent/ Serious Incident

- If incidents are more frequent or serious in nature then the Headteacher or DSL (Designated Safeguarding Lead) should be informed as this can be an indication of inappropriate sexual behaviour outside of school or a more serious problem. The Headteacher or other DSL will contact the parents or involve the appropriate outside agencies in line with Child Protection Procedures.

8.4 Substance misuse

Substance misuse is the use of vapes, cigarettes, alcohol, illegal drugs and legal medications or using any other substance for a purpose not consistent with legal or medical guidelines and could be harmful to you or others.

At Foundry Lane, not only is it unacceptable to partake in substance misuse but also to influence others or to provide others with substances with the intention of misuse.

9. Managing unacceptable behaviour.

In all instances where behaviour could be categorised as unacceptable staff will -

- a) Treat the incident seriously and listen carefully to all parties

- b) Make careful records of the incident on CPOMS
- c) Discuss the incident with an Assistant Head, Deputy or the Headteacher who will investigate further if necessary
- d) Offer support to anyone who has been harmed both physically and emotionally during the incident
- e) Inform parents (unless it's not in the best safeguarding interests of the child)
- f) Use restorative practices in order to reduce the chances of the unacceptable behaviour re-occurring
- g) Consider if a pupil's SEND is a contributory factor
- h) Consider appropriate actions or consequences if an incident is considered to be serious, repeated or have prejudicial motivation
- i) Consider whether the behaviour is serious enough to require the use of Suspension or, as a last resort, exclusion

SLT will report the frequency of any prejudicial incidents, and the use of suspension, termly to governors.

10. Children Leaving The Class/School

Class

If a child leaves the class without the permission of the class teacher and leaves the vicinity of the classroom the following action should be taken:

1. The main office should be informed immediately (send trusted children with a message if necessary)
2. An LSA should be sent to find out where the child is
3. The LSA/ other member of staff will return the child to class or to a safe place until the problem can be resolved
4. If the situation cannot be resolved then a member of the SLT should be informed
5. Under no circumstances should a class teacher leave a class unsupervised to find a pupil who has left the room

School

If a pupil is suspected of leaving the school premises:

1. The school office should be informed immediately (send 2 trusted children with a message if necessary)
2. Admin/Senior staff will check the premises to see if the pupil is still on site
3. If the pupil is seen leaving the site or is found not to be on the site, the parents should be contacted and informed of the situation. They should be asked to remain at home until a brief search of the local area can be made. If contact can be made, go to No 5 (below)
4. A Senior Member of staff or a member of the office staff will monitor on foot or drive around the local area to locate the pupil if necessary. The pupil will not be chased but if possible they will be persuaded to return to school. If the child cannot be found or persuaded to return the police should be informed. The senior member of staff should stay in contact with the school office at all times
5. The parents should be informed on locating the pupil. If this is not possible the police will be informed by the main office
6. The parents of the pupil will be informed if a pupil leaves the site, even if the pupil returns of their own accord at any point during the action plan

11. Physical Intervention

(Also see ' DFE guidance 2013 'Use of reasonable force')

What is it?

Reasonable force may be used to either control or restrain pupils in the following circumstances:

- To prevent pupils from hurting themselves or others
- To prevent pupils from damaging property
- To prevent pupils from causing disorder

The force used must be proportionate to the circumstances and to the consequences it is intended to prevent.

Physical intervention is defined as when a member of staff uses reasonable and appropriate force with the intention of restricting a pupil's movement against their will.

Physical intervention does not include the use of gentle physical prompting / guidance where the child is happy to comply and the aim is to assist him/her to participate appropriately in activities.

Using Reasonable force to control pupils

There are a number of circumstances in which school staff might need to physically intervene in order to control a pupil's behaviour. This should only be done if all other de-escalation strategies have been tried. Every situation is different and staff should use their professional judgement. Where possible, one of the school staff trained in using physical intervention safely should be called if a situation is escalating.

Examples of situations where reasonable force might be used to control a pupil include:

- To remove a disruptive child from a classroom where they have refused to follow instructions and all other strategies have been tried
- To prevent a child from behaving in a way that disrupts a school event, trip or visit
- To prevent a child from hurting other children, adults or damaging property

Using Reasonable force to restrain pupils

Usually, physical intervention will be used to prevent a pupil from hurting themselves or others. Physical intervention should be used as a last resort. Staff should be skilled in defusing conflict using non-physical, de-escalation strategies. Alternatives to physical intervention should always be employed in the first instance.

There are several members of staff in school who are trained to use physical intervention safely. Wherever possible, a trained member of staff should be called if a situation develops where it is judged that physical intervention may be necessary.

In the following situations, any member of staff may legitimately use reasonable and appropriate physical intervention as a response:-

- Where there is risk of physical injury to persons
- Where there is significant risk of damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline
- Where there is risk of a criminal offence being committed.

Teachers have a duty of care to maintain good order and safeguard pupils' health and safety.

Teachers are not under a duty to run risk of personal injury by intervening when it is not safe to do so.

A behaviour response plan must be devised for all pupils for whom physical intervention has been necessary and this should be reviewed and updated regularly.

When should physical intervention not be used?

Physical intervention should not be used simply to secure compliance with staff instruction, when there is no immediate risk to people, property or a risk of causing disorder.

If it has been necessary to use Physical Intervention

- The members of staff who have used physical intervention should record the incident and inform the class teacher. As soon as possible the member of staff should record the incident on cpoms using the agreed serious incident form
- Appropriate action will be taken in line with the school behaviour policy e.g. Serious Incident Action.
- The classteacher should ensure that the SENCO and Headteacher have been informed as soon as possible about any act of physical intervention.
- Parents should always be informed if it has been necessary to use reasonable force to restrain a child.
- Ensure that the 'Serious Incident Form' has been completed and saved to CPOMS.
- Implement or review the Behaviour Response Plan.

12. Suspension and Exclusion

Suspension

Suspension is the temporary removal of a child from either a classroom, internal exclusion, or from the school, suspension. The decision to suspend will never be taken lightly and will always be when every other option has been explored and exhausted. The decision to suspend a child will be made by the Headteacher, or in his absence, the deputy or Assistant Headteachers. It will only be considered as an option if it is considered reasonable and proportionate to the challenging behaviour exhibited. All suspensions will be recorded and reported to governors in a termly report. Governors will meet with SLT to discuss support for any child if they exceed 15 separate exclusions.

If a child is suspended, parents will be issued with a letter to inform them of the reason and the duration. Appropriate work, which can be completed independently, will be provided by the class teacher.

A reintegration meeting between the child, parents and a member of SLT will be arranged on the day of the child's return to school or to the classroom. A member of SLT will facilitate a restorative conversation through which everyone will discuss how home, school and the child can work together to meet the expectation of behaviour at school. Children are integral to this meeting and will be part of forming strategies and plans to further ensure success.

Permanent Exclusion

The decision to permanently exclude a child is a last resort and will only be made by the Headteacher in accordance with agreed national and local guidance. The decision to permanently exclude will only be made when there is sufficient evidence that there is a single significant incident or persistent and ongoing extreme behaviours which would seriously harm the education or welfare of the pupil or others in the school community, despite reasonable adaptation and support being in place.

