

# *UPSHIRE PRIMARY FOUNDATION SCHOOL*

## **BEHAVIOUR & RELATIONSHIPS POLICY January 2025**

### *Mission Statement*

*At Uphire Primary Foundation School, we aim to provide opportunities for the children to achieve their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and inspiring environment*

### *School Vision*

***INSPIRE\*EXCITE\*ACHIEVE***

*Imagine an inspiring and exciting environment where learning happens because children want to achieve!*

*“Teachers are curious about behaviour (not dismissive of pupils) and question what the behaviour is trying to communicate about the situation. Teachers respond to behaviour from a position of curiosity and empathy, demonstrating compassion, kindness and hope rather than blame and shame.”*

**Ordinarily Available: Inclusive Teaching Framework (Essex, April 2023)**

*“When the adults change, everything changes”*

**Paul Dix 2017**

This policy has been informed by the work of Paul Dix (2017) Ordinarily Available (Essex, 2023) and Trauma Perceptive Practice (TPP).

### **Policy Statement**

How we interpret behaviour is vital. We understand that behaviour is understood as a communication of an unmet need or as an adapted, defensive stress response. We recognise that modern science is showing that there is a huge difference between misbehaviour and stress behaviour.

*Misbehaviour:* the key to any misbehaviour is that a child could have acted differently; that they are aware that they should not have done something and were perfectly capable of acting differently.

*Stress behaviour:* the key to stress behaviour is that the child is not fully aware of what they are doing, or why they have limited capacity to act differently. Stress behaviour is caused by too high a stress load. The big challenge is figuring out why the child’s stress is so high. (Essex Trauma Perceptive Practice Manual).

The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond. We understand the importance of ‘feeling safe’ in promoting social engagement and learning. Our focus is to create a culture with high expectations of behaviour, establishing calm, safe and supportive environments conducive to learning, ensuring that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

All staff at Upshire Primary Foundation School have high expectations of children’s behaviour in order that every child achieves his or her full potential and we make a point of acknowledging, praising, and rewarding behaviour that is good.

We believe that everybody in school has the right to:

- be treated with respect and kindness
- learn, develop and progress
- feel safe

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. We practise relentless routines and visible consistencies that all children and staff follow.

All adults in the school share these 5 Pillars of Practice:

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow up.

### **Children are praised publicly and reminded in private**

#### **Trauma Perceptive Practice (Essex Local Authority)**

An understanding of trauma, chronic stress and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school community understands the impact these have on a child's development, behaviour and learning to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning.

There is a growing body of research and understanding of the impact of Childhood Adversity on long- term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

We believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

#### **Aim of the Policy**

Every member of staff working in the school is expected to be consistent in their approach to children's behaviour and follow the school's behaviour policy for the following reasons:

- Consistency and security for the children;
- Consistency and security for parents;
- Elimination of ambiguity for staff;
- Support for ECTs, supply staff and non-teaching staff;
- Ease in establishing good behaviour.

Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school. We believe in equity. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.

Our priority will always be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques will be used to help prevent further behaviour issues arising and to help the child return to their Green Zone. In line with TPP, these may include respecting personal space, keeping tone and body language neutral, being empathetic.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to

apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

## Our School Rules

Our rules are simple and straight forward so that all children and staff can remember them.

### Ready, Respectful, Safe



**Ready** - We are ready to learn, to help others and to do our best.

**Respectful** - We are respectful to others, to the environment and to ourselves.

**Safe** - We will stay safe and keep others safe. We are responsible for our own actions.

## Our Core Values

Our 'TERRIFIC' values are at the heart of everything we do and are the foundation of how we expect pupils to conduct themselves at school. All members of the school community teach the values of 'TERRIFIC' from Reception through to Year 6 at all times. 'TERRIFIC' skills are progressive and tailored to the child's age and individual needs.

Each letter represents the value we aim to teach and model.

**T**rustworthy  
**E**nthusiastic  
**R**espectful  
**R**esilient  
**I**ndependent  
**F**air  
**I**nclusive  
**C**aring

All children are taught the meaning of these words and how to recognise these values.

### Purpose of the Policy

The purpose of the policy is to ensure:

**Consistent** language and consistent response: Referring to the rules or the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour.

**Consistent** follow up: Ensuring 'certainty' in the classroom, in the playground, and senior leadership level.

**Consistent** positive reinforcement: Routine procedures for reinforcing, encouraging, and celebrating appropriate behaviour.

**Consistent** consequences: Defined, agreed, and applied at the classroom level as well as established procedures for break times and structures for more serious behaviours.

**Consistent** simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage. (Rules, Values, Zones of Regulation)

**Consistent** respect from the adults: Even in the face of disrespectful pupils!

**Consistent** models of emotional control: Emotional restraint that is modelled and not just taught, (Zones of Regulation), pupils are never 'shamed', teachers as role models for learning, teachers learning alongside pupils.

**Consistently reinforced** rituals and routines for behaviour: In classrooms, and around the site. (TERRIFIC lining up and TERRIFIC Walking- see appendix)

### **Our Approach to Positive Behaviours**

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed.

### **Rewards**

A range of rewards are given across the school:

- Verbal descriptive praise
- Individual Green points (Track It Lights)
- Certificates in assembly
- Star of the Week
- Headteacher's award
- Good news notes/postcards
- A phone call home
- Children are sent to HT/DHT to show their work.
- Hot chocolate with the Headteacher

### **Restorative Practice**

Alongside relational skills, all staff are trained in how to hold an effective restorative conversation.

Five key questions are used to ensure the conversation is reflective, yet is not detrimental to a child's view of themselves.

The Restorative Five:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

This is the point when there will be an agreement between the pupil and adult about what should happen consequently. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

### **Addressing Inappropriate Behaviour with dignity**

It is the positive feedback and encouragement and the building of self-esteem above all else that makes our behaviour policy work. All staff must recognise and encourage choices of good behaviour. It is also important that all staff respond consistently to behaviour:

*“Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screw face, irritated tone or sharp word. Do not allow yourself to shout, point or even give the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. If you resist the urge to respond emotionally for 30 days it become routine, easy, normal – even working in the most extreme circumstances.”*

Paul Dix, 2017

### **Our Behaviour Steps**

Stage 1: A quiet reminder of your expectation to re-align behaviour.

Stage 2: A quiet verbal warning.

Stage 3: 5 minutes calming opportunity using resources if needed.

Stage 4: 15 minutes' time out in another class. The pupil to complete a reflection form (see appendix). Red Track it Light given and parents to be informed.

Stage 5: Refer to a member of the Senior Leadership Team (SLT)

Stage 6: Half Day in school exclusion (internal exclusion)

Stage 7: Fixed term suspension at Headteacher's discretion

Children need to be taught (and they will come to expect) that the stages are governed by their choice of behaviour. It is also important to repair and restore where things have gone wrong. Each lesson and day is a fresh start.

These stages should only be by passed in exceptional circumstances for serious incidents. If a child reaches Stage 4 the teacher must complete the behaviour/concerns form and the child should take the form with them to the member of SLT who will take appropriate action.

Where appropriate, we may call parents to support with behaviour by asking them to attend the school to speak with their child.

There are sanctions that should not be used with our school:

- Children must not be sent to stand inside or outside the classroom.
- Other sanctions should not be invented.
- Whole class punishments are not condoned as this builds resentment in the children who behave appropriately, and they are not to blame for the unacceptable behaviour of some individuals.
- **No shouting or shaming.**

## Recording

Behaviour logs are kept for children who present with behaviours Stage 4 and above. This is recorded in Track it Lights under a red light. This automatically links to and is recorded within the school's safeguarding system, MyConcern.

As an educational consequence, a child may be asked to use part of their lunchtime to reflect on the incident and consider what actions they could have chosen instead. Teachers are expected to make leadership aware if 'Time Outs' occur consistently as repetition of behaviours may require escalation to stage 5. Governors will analyse all recorded data on 'Time outs in other classes or with leadership' where a child has been removed from class for a short period and in cases where these are falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

The use of time out in other classes is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics.

## SEND and Communicating Behaviours

We will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the staff on the facts of the situation.

We will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long periods of time.
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- training for staff in understanding learning differences such as autism.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

## Incidents of a Serious Nature

It is recognised that for some children further sanctions may need to be used. Incidents of a serious nature (e.g., aggression, violence, racism, homophobia) will bypass the above system and will immediately be referred to and dealt with by Senior Leaders. Incidents will be recorded on the behaviour system provided online My Concern. This will involve relevant staff working closely with the child and parents to address and resolve the inappropriate behaviour.

If necessary, a 'Consistent Management Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan. The plan will also include provision of interventions aimed to teach skills and strategies to support the child to address poor behaviour. The interventions used by the school include – **Zones of Regulation, SMART Thinking, Talkabout series.**

Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural



strategies in the class have been attempted, unless the behaviours are so extreme as to warrant immediate removal. Reasons for removal are:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- To allow the pupil to regain calm in a safe place.

During the period of removal, the pupil will receive continual, supervised education in a suitable environment until a suitable plan is put in place for successful reintegration.

Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents will be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

### **Suspension and Permanent Exclusion**

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to suspend or to exclude.

The Headteacher can suspend a pupil from the school on disciplinary grounds for the maximum of 45 days per academic year. After this the pupil may be permanently excluded.

Should a child be continually and seriously disruptive during the lunch break the Headteacher is entitled to exclude the child from the school premises for the duration of the lunch break. Such an exclusion will be treated in the same way as any other exclusion in terms of notifying the parents. Lunchtime exclusions shall count as a half day suspension for the purposes of record keeping.

The Headteacher reserves the right, pursuant to Section 89(5) of the Education and Inspections Act 2006, to suspend a pupil for actions committed out of school hours and off school premises, including when the child is not under the lawful control or charge of the school.

The Headteacher will take account of their duty of care when suspending or excluding a pupil and not allow them to leave the school premises until they are accompanied by an appropriate adult. To facilitate this the Headteacher will contact parents to arrange the collection of the child should the suspension or exclusion take place in the middle of the day.

Under the Equality Act, the gender, race, ethnicity, disability or sexual orientation of a pupil cannot be a contributing factor in the decision to suspend or exclude them.

The Headteacher will not suspend or exclude any pupil or increase the length or severity of an exclusion for any non-disciplinary reason, such as poor academic attainment or the conduct of a pupil's parents. The school will not place conditions on a pupil's suspension exclusion whereby the failure to meet such conditions would result in the delaying of their return to school. It is unlawful



for pupils to be excluded from the school during the presence of inspectors if they would not have been excluded otherwise.

## **Bullying**

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, transphobic, homophobic, sexual, verbal (direct or indirect) and cyber-bullying.

The school wants to make sure that all pupils feel safe and are accepted into the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this Relationships policy and will not be tolerated. Bullying can be verbal or physical, by person or by electronic, on-line, or written means and can be directed at both staff and pupils. The school practises a preventative strategy to reduce the chances of bullying. This is instilled in the curriculum, through the active development of pupils' social, emotional, and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously.
- investigate as quickly as possible to establish the facts.
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim.
- make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff, using the practices referred above, will make sure that they understand what they have done and the impact of their actions.
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiations and sometimes sanctions.
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is used.
- consider whether suspension or exclusion is appropriate in light of the circumstances.

Upshire Primary Foundation School believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the community, the member of staff should report this to a member of the Senior Leadership Team.

## **Child-on-Child Abuse**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its

safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children.

Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

**Confirmation that the Behaviour & Relationships Policy in respect of Upshire Primary Foundation School has been discussed and formally adopted at a governor meeting on 16<sup>th</sup> January 2025**

# Appendix 1

## Behaviour Reflection Sheet

Our three school rules are Ready, Respectful, Safe



Draw or write about what happened. Tick the box to show why this behaviour is not allowed in our school.

	This behaviour is not acceptable because:	
	It is not safe	not  safe
	It is not respectful	not  respectful
	It is unkind	unkind
	It hurt someone	hurt
	It damaged property	damaged
	It disrupted learning	stopped  learning

How were you feeling when this happened?

 sad	 worried	 angry	 frustrated	 confused	 scared
---------	-------------	-----------	----------------	--------------	------------

What might help next time?

 breathe	 walk away	 talk to an adult	 think	 count to 10	 choose kindness
-------------	---------------	----------------------	-----------	-----------------	---------------------

Appendix 2

Terrific Lining Up



When

the



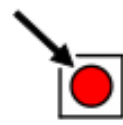
whistle



blows



stand



in

the



correct

space



Leave

a



gap



between

the



person



in front

of



you

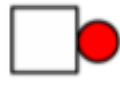


Face

forward,



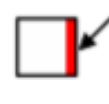
arms



by



your



sides



Stand



calmly



and



quietly



Wait

for



adult



instructions

## Terrific Walking

Face forward, arms by your sides

Quiet voice inside school

Walking, ~~never~~ running

Walk up and down the stairs on the right hand side