



Relationships, Attitudes & Behaviour Management Policy



Hethersett Woodside Primary & Nursery
School

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|-----------------|---------------------------|-----------------|-----------|
| Approved | Headteacher | Jem Brereton | |
| | Chair of Governors | William Partner | |
| Date | 3.2: 2022 | Review | 3.2: 2023 |



At Hethersett Woodside, we believe that we are teaching children how to become positive, safe citizens of the future. This means that all staff are always striving to help develop resilient, responsible individuals who understand the great importance of being respectful of everyone and the environment in which they learn.

We are less about fixed, prescribed rules but more about promoting understanding of what it is to be a safe, healthy individual, working within a community.

Values

At Hethersett Woodside, our behaviour management is underpinned by a key value:

Everyone has the right to feel safe all of the time

Wherever possible, we frame discussions about behaviour around this value.

For example, we feel safe when people are kind and celebrate what makes us unique. Safe children are free from physical and verbal abuse. We do not feel safe when we are bullied. It is not safe to use sexual harassment or violence and it is not safe not to challenge this. Safe learning environments are where children can share ideas and feelings; challenge themselves and take risks.

Our school values are:

Respect. Responsibility. Resilience

We use these to instil in children positive attitudes to their approach to work and play.

Building Relationships

The way in which we manage behaviour is underpinned by principles of high-quality safeguarding practice and building healthy relationships is a key part of this. Staff celebrate individuality; they are caring and empathetic and strive to develop positive relationships with all children.



Positive reinforcement is a crucial part of fostering safe behaviour in class and around school. All staff will always strive to be friendly and approachable and build constructive relationships with all our learners.

Equity

We promote attachment awareness and trauma-informed good practice.

Through the *Norfolk Steps* training, staff have a fundamental awareness of recognising that behaviour is communication and the importance of managing this sensitively. As part of this, we are aware of the great value of letting children reflect, repair and restore any damage to their own emotional wellbeing and/or any which compromises the safety of others.

We aim to achieve as much consistency as possible for children, in terms of expectations but all staff hold in mind that:

To treat people equally, sometimes we have to treat them differently

This means that adults are able to be empathetic towards all pupils as individuals and they adapt their approaches, especially for those with SEND and particularly for those with attachment difficulties and/or those who have experienced trauma in their lives.

We understand behaviour as communication and we make every effort to understand the emotions underpinning it.

High Expectations

In each classroom, teachers are explicit in appraising behaviour in every lesson, based on our core values. Among these are our school values. Children are also encouraged to consider British values: *Democracy, Rule of Law, Individual Liberty, Mutual Respect* and *Tolerance*. We also believe that every child has the right to learn in a calm and orderly environment.

It is the responsibility of school staff to promote and praise these positive behaviours. The class teacher is responsible for establishing the understanding of these rights and values, as appropriate to their classes and the needs of individual children. All classes agree on a set of expectations at the beginning of the year to display within our learning environments.



Throughout the year, adults continuously refer to this class agreement to help children learn why certain behaviours are either safe or unsafe.

Rewarding Safe Behaviour

Class points are given to children whenever any member of staff has been impressed with positive behaviours. During a school year, children are encouraged to earn as many points as possible through the incentive of whole-school enrichment activities when certain class point thresholds are met. In Early Years, this will be introduced gradually to the children, as appropriate to their development. Explicit verbal praise and recognition will be used throughout the stage to reward safe behaviour.

Each class also has a *Wall of Fame* outside their classroom! This is where class teachers display examples of children's work that is exceptional by their own standards.

We also hold whole-class assemblies, where, once a year, the class teacher celebrates the qualities and achievements of all the children in their class.

Managing Unsafe Behaviour

All adults set high expectations of calm, courteous, respectful behaviour, at all times. All adults always model this behaviour.

Classrooms are calm, orderly environments where children are engaged, safe and respectful.

Mostly, teachers should be able to skilfully manage behaviour so that positive reinforcement is continuous; reminders are a non-confrontational promotion of high expectations and warnings are rare.

A warning is given when a child is unsafe and compromises the safe, calm and orderly environment.



| Warning One | Warning Two | Warning Three |
|--|--|---|
| After several reminders, unsafe behaviour persists | After several more reminders, unsafe behaviour still persists | After two warnings, unsafe behaviour behaviour still persists |
| Children may need an opportunity to talk to the class teacher / key adult* | Children may need the opportunity to be reminded by another key adult* | Children are removed from the class for the remainder of the session by a school leader |
| Low-level disruptive behaviour | Low-level disruptive behaviour | Continuous low-level disruptive behaviour |

If the behaviour is a significant or serious breach of policy (see below), a child will be removed without prior warnings issued.

*This might be an adult in the class setup or from another class, such as a Phase Lead, if not disruptive to teaching and learning.

Language & a Consistent, Professional Approach

We strive to remove shame from our management of behaviour and unhelpful language around people being *bad*, *naughty* or in need of punishment is not part of our approach.

Adults talk about safe and unsafe behaviour; taking responsibility and natural consequences. We also always manage the recovery and repair stages sensitively and make sure children are given a fresh start when things do get challenging.

Every effort is made to be compassionate and professional in our approach. When children's behaviour is unsafe, we use the language of reminders and warnings but staff keep these as subtle and non-confrontational as possible. Staff at Hethersett Woodside do not take the behaviour of children personally, even though it can sometimes be hurtful or unsettling. Instead, we aim to be patient, supportive and calm in our approach.

At Hethersett Woodside we use [Norfolk Steps](#) core training programmes to inform our practice. Part of this is approaching language with consistency. We use scripts to de-escalate and support. In crisis, staff try to structure their language around the following prompts:



- *Individual's name*
- *I can see something has happened*
- *I am here to help*
- *Talk and I will listen*
- *Come with me and...*

Raised voices are used rarely by adults and only where there is an urgent need to get a child's attention. For example, when a child's safety is at immediate risk.

Reflect. Repair. Restore

When incidents of unsafe behaviour have concluded and recovery work follows, it is crucial that the child has the opportunity to make a fresh start.

The repair work with an additional adult will have been lengthy and explored the unsafe behaviour. When the child is safe to return, the final repair work will begin and end with an apology. If this is for staff, adults say: 'Thank you for your apology.' Let the child know that you are OK; it is positive that the child has recognised the behaviour and that you are looking forward to a fresh start.

Staff should encourage children to recognise that behaviour is a communication, underpinned by feelings. The behaviour can be labelled but the children must not be.

Behaviours & Natural Consequences

The following examples set out behaviours (green) that we expect, so that children can learn well and safely play and work alongside one another. The behaviours thereafter (blue, orange, pink and red), we consider, a breach of policy.

The list is not exhaustive. We also reserve the right to use our discretion when managing consequences, especially for those children with identified needs.

All significant (orange) and serious breaches (pink) of the policy are recorded using our in-school, online monitoring recording (CPOMS). There is no requirement for class teachers to maintain written records of low-level disruption (blue) incidents but class teachers will keep a brief record using the in-class monitoring sheet (see *Appendix One*).



| |
|---|
| Safe |
| Behaviours |
| Positive behaviours, including being: <ul style="list-style-type: none">• Safe• Respectful• Resilient• Responsible |
| Measures |
| <ul style="list-style-type: none">• <i>Class Points</i>• Work displayed on <i>Class Wall of Fame</i>• Children celebrated in Class Celebration Assembly |
| Escalation & Communication |
| <ul style="list-style-type: none">• All adults in school must positively reinforce safe behaviour• All staff can award <i>Class Points</i> in the classroom and around school• The class teacher chooses work to be displayed on the classes' <i>Wall of Fame</i>• School leaders love seeing good work and hearing about children behaving safely! Adults may choose for positive behaviours to be shared with school leaders |



| Unsafe: Low-Level Disruption |
|--|
| Behaviours |
| Low level disruption, including: <ul style="list-style-type: none">• Lacking focus or attention• Distracting others• Lacking care and attention when recording work in books |
| Measures |
| <ul style="list-style-type: none">• <i>Reminders</i> should be used by class teachers and support staff, based on high expectations and the values, as above• Up to two <i>Warnings</i> should be used to communicate to children that their behaviour is persistently disruptive and/or unsafe (as above). (All warnings are to be recorded using class monitoring sheets (see <i>Appendix One</i>) privately. These are not for display.) |
| Consequences |
| <ul style="list-style-type: none">• Class teacher may wish to lead a restorative discussion about the unsafe behaviour and how the child can get back on track. This may be during break or lunchtime• Class teachers may consider the natural consequence of the disruption is that work was missed or completed to a poor standard. Work may be set for all or part of a break, lunchtime or as home learning |
| Escalation & Communication |
| <ul style="list-style-type: none">• These behaviours do not need to be escalated to a member of the leadership team and should be managed by the adult in the classroom, directed by the class teacher• If a child is in crisis or something different needs to be tried, class teachers may use the pastoral support team• Class teachers may choose to communicate to parents that warnings have been necessary during the day but this is at their discretion. However, where warnings are being persistently used, class teachers must tell parents and work on a productive solution together |



| Unsafe: Significant Breach of Policy |
|--|
| Behaviours |
| <ul style="list-style-type: none">• Continuous low-level disruption• Physical fighting or provoked violence towards another child• Short-term disruptive behaviour, including being non-compliant and causing significant disruption to learning or play• Swearing and unsafe use of sexually explicit language, which is provoked or not directed at peers or staff• Damaging an item of school property or that of others• Refusal of adult instruction and defiant language against staff |
| Measures |
| <ul style="list-style-type: none">• All of the measures listed above (in blue)• A third warning for persistent low-level disruption or an instant removal from the classroom or session for significant breaches of policy, as above |
| Consequences |
| <ul style="list-style-type: none">• Removal from class or session• Restorative discussion carried out by Pastoral Lead; Phase Lead or Deputy Head (see <i>Appendix Two</i> for <i>Who's Who?</i>)• Missed learning to be carried out during break, lunch or as a home learning opportunity• Supported play• A personalised behaviour plan will be implemented by the class teacher in consultation with the parent, if the child's unsafe behaviour is beginning to become a persistent challenge |
| Escalation & Communication |
| <ul style="list-style-type: none">• If the child has identified SEMH difficulties, staff should prioritise seeking support from the Pastoral Lead. Otherwise (and if the behaviour is serious), staff should seek support from the relevant Phase Lead. If unavailable, the Deputy Head should be contacted for support• The class teacher is responsible for informing parents that their child has had to be removed from a session that day• Class teachers must monitor emerging patterns, including triggers and seek to make reasonable adjustments to provision• Class teachers may seek out support of the Inclusion Manager to discuss provision and the possibility of monitoring behaviour more formally |



| Unsafe: Serious Breach of Policy | |
|---|--|
| Behaviours | |
| <ul style="list-style-type: none">• Persistent removals from class• Bullying• Sexual violence and/or harassment• Discriminatory behaviour, including the use of prejudicial language• Unprovoked physical violence against peers• Physical violence against staff• Use of swearing and other threatening or sexually explicit language to intimidate peers, without clear provocation• Verbal aggression against staff• Prolonged disruptive behaviour, including periods of persistent damage to property or damage caused to multiple items/areas (three or more)• Refusal of leadership instruction | |
| Measures | |
| <ul style="list-style-type: none">• All of the measures listed above (in blue and orange)• Regular input throughout the week from the pastoral team, devised in conjunction with the class teacher• Regular provision review meetings with family, class teacher and Inclusion Manager to discuss current measures and their efficacy• After a fixed-term exclusion, reintegration meeting with headteacher | |
| Consequences | |
| <ul style="list-style-type: none">• Restorative discussion with relevant Phase Leader or Deputy Head• Internal Exclusion. One day of learning and play away from class and other peers, supported by the Deputy Head, or other members of the leadership team• Fixed-Term Exclusion. A fixed period of exclusion from school and public spaces, where the child is educated at home | |
| Escalation & Communication | |
| <ul style="list-style-type: none">• Persistent removals from sessions should result in work with the Inclusion Manager and <i>Provision Map</i> devised and a regular review cycle established• As part of the <i>Provision Map</i>, a <i>Personal Intervention Plan</i> must be compiled and shared with relevant staff | |



- The Inclusion Manager will decide on whether further elements are necessary, such as risk assessments and referrals to outside agency support
- Where there is crisis or persistent removals from sessions, the class teacher will seek support from the pastoral team to devise and adjust provision
- The decision to issue any exclusion rests with the Headteacher. The Headteacher will write to parents or guardians to inform them of their decision to exclude a child on a fixed-term basis
- The Headteacher will manage the reintegration of children after any decision to issue a fixed-term exclusion. They will also monitor closely the progress of the child, working with the leadership and pastoral team to ensure that all reasonable efforts are being made to make reasonable adjustments to provision

| Unsafe: Persistent Breaches of Policy or One Extremely Serious Breach | |
|---|--|
| Behaviours | |
| <ul style="list-style-type: none">• Persistent, serious breaches of policy• It is rare that a child would be permanently excluded for a single incident, unless it met a threshold that threatened life or resulted in significant damage to the site | |
| Measures | |
| <ul style="list-style-type: none">• All of the measures listed above (in blue, orange and pink) | |
| Consequences | |
| <ul style="list-style-type: none">• Permanent Exclusion | |
| Escalation & Communication | |
| <ul style="list-style-type: none">• More detailed information on Norfolk schools' exclusion process can be found here.• The decision to issue any exclusion rests with the Headteacher. The Headteacher will write to parents or guardians to inform them of their decision to permanently exclude a child | |



Bullying

Bullying is where there is an imbalance of power and when unsafe behaviour towards someone or a group is targeted and persistent, either face-to-face or online.

If a child feels bullied, it is important to tell someone. Children can speak to an adult about their concerns. We know that this can sometimes be difficult so we have blue forms [*Telling Someone You Are Worried*](#) (see Appendix Three) which are available in all classrooms and outside *The Nest*. This records what is happening and who they think is bullying them.

The next step is to call in all those involved and resolve the situation. Mostly, this should be enough.

We might ask children to keep a diary where they can record any instances of bullying, both inside and outside of school.

If there is a recurrence of the bullying after this, the child involved will be asked to do some work with a member of the senior leadership team in *The Nest* during their break and/or lunchtime, until that member of staff is certain the bullying will stop.

Sexual Harassment & Violence

In accordance with our *Safeguarding Policy* and the statutory guidance for schools: [*Keeping Children Safe in Education \(KCSIE\) \(2022\)*](#) we maintain a zero-tolerance approach to sexual harassment and violence.

'Zero-tolerance' does not mean that we will automatically take the decision to exclude in the event of sexual violence and/or harassment. At primary age it is often the case that children are unaware of the gravity of this type of unsafe behaviour. Through discussion and education we strive to create a school environment where children are aware of why it is not OK.

Where there are instances in which perpetrators of sexual violence and/or harassment are at risk of repeating behaviours, we support them. Through the use of a risk assessment completed in conjunction with the perpetrator's family, we identify risk factors and manage these.



We do not perpetuate a culture where unhealthy behaviours of this nature can thrive. We consider it a toxic culture where abusive behaviours are downplayed, dismissing them as 'boys being boys', for example.

We encourage all children to talk to an adult if they are victims of sexual violence and/or harassment. We know that it is a brave and sometimes difficult thing to tell someone something like this. Therefore, there are mechanisms in place for reporting this behaviour. Using our [Telling Someone You Are Worried](#) form, children can post a record of their concerns to someone outside of their immediate classroom support.

Once an adult has read the concerns, they will take the appropriate steps to support the victim, reassuring them that their concerns will be taken seriously and that they will be supported to keep safe. We do not dismiss incidents as this risks normalising unsafe behaviours.

Discriminatory Behaviour

At Hethersett Woodside, we celebrate difference, striving to promote a culture and curriculum that teaches children about the importance of treating everyone with dignity and respect.

As above, we have a zero-tolerance approach to behaviour which is discriminatory because of a [protected characteristic](#). In isolated incidents, we will strive to ensure that restorative conversations are had with the perpetrator, recognising the importance of education in changing unsafe thinking.

Repeated patterns of behaviour by a perpetrator will be managed as bullying.

Victims of discriminatory behaviour should always feel able to approach any adult in school, with their concerns taken seriously by a member of the leadership team. In the same way, as stated above, the [Telling Someone You Are Worried](#) form is available in rooms across the school in order to help break down barriers for children to report concerns.



Breakfast & After School Club (BASC)

Our Breakfast & After School Club staff also adhere to the principles and values, as set out in this policy. However, the management of relationships and behaviour is less extensive given the difference in staffing structure.

We will arrange for at least one member of the leadership team to be present in school when BASC is in operation but they will not be expected to support children individually because of unsafe behaviour, for prolonged periods of time.

Therefore, if there are any significant breaches of policy (as above in orange), a leader will remove the child from the session and ask a parent or guardian to come and collect them.

In any one academic year, there are also consequences should further significant breaches occur or in the event of serious breaches of policy. These are set out below:

| Breach | Frequency | Consequence |
|-------------|-------------------------|--|
| Significant | One | Exclusion from the remainder of session |
| Significant | Three per half-term | Exclusion from BASC for one week |
| Serious | One | Exclusion from BASC for one week |
| Serious | Two per academic year | Exclusion from BASC for four weeks |
| Serious | Three per academic year | Exclusion from BASC for the remainder of the academic year |

When we refer to a week, we mean one school working week of five days. For example, in the event of a serious breach of policy, we would exclude a child for the remainder of the session and five consecutive days thereafter.



All exclusions are subject to reintegration meetings with the child, family and our Personal Development Lead. In all cases, we operate a fresh start at the beginning of each calendar year.

If we make the decision to exclude, parents and guardians will not incur the cost of missed or partially missed sessions. Full refunds will be offered for the session in which a child was excluded from BASC and any subsequent sessions as a result of the exclusion.

As per class records (see *Appendix One*), BASC keep their own monitoring forms for logging incidents of unsafe behaviour.

Review

The governing body will review this policy annually.



Appendix One

Year **?**: **CLASS: Unsafe Behaviour: Monitoring**

Week Beginning: _____

| Day | Monday | | | Tuesday | | | Wednesday | | | Thursday | | | Friday | | |
|----------|--------|---|---|---------|---|---|-----------|---|---|----------|---|---|--------|---|---|
| Warnings | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| Name | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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Appendix Two

Who's Who?

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|---|---|
| Headteacher | Jem Brereton |
| Deputy Head | Sam Carter |
| Inclusion Manager (including SENDCo) | Sam Carter |
| Phase Leads | Nicola Ingham (EYFS) Samantha Easey (Key Stage One) Baiba Zivtins (Lower Key Stage Two) Helen Duncan (Upper Key Stage Two) |
| Personal Development Lead | Helen Duncan |
| Pastoral Lead | Kevin McCabe |



Appendix Three



Telling Someone You Are Worried

This form is for children. It is for telling someone that you are worried about something. We know that sharing your worries with an adult is a very brave but sometimes difficult thing to do. With this form, we want to make that a bit easier for you. Write down your name and class and what is worrying you. **Post it in ...**

| Your Name | Class | Date |
|---|-------|------|
| | | |
| I am worried about ... | | |
| Tell us about what you are worried about. It might be anything from feeling bullied by someone to the way someone's behaviour makes you feel uncomfortable. Give as much or as little detail as you like. | | |
| <div></div> | | |

What happens next?

An adult in school will read what you have written and make some time to meet with you. When we meet with you, we will make a plan of how to keep you safe. This might mean talking to other people about your worries but they will only be other people who can help.