



PIONEER ACADEMIES COMMUNITY TRUST

Policies and Procedures

Parkside Primary Academy

Relational Approach to Behaviour

Update	Approved by	Date	Review Date
Parkside Primary	Academy LGB	September 2023	September 2024



Relational Approach to Behaviour

Aim

The ultimate aim of this policy is to promote the safeguarding of children as defined by the Pioneer Community Academy Trust statement on safeguarding children

Rationale

At Parkside Primary Academy, we believe that good behaviour is the key foundation of good education. Without an orderly atmosphere, effective teaching and learning cannot take place.

We also believe that learning how to behave towards each other is an important part of Academy life and may directly influence attitudes adopted in later life.

The aim of this policy is to clearly indicate to everyone who works in our Academy, to parents/carers, visitors and our community; the standard of behaviour which is expected of every one of its members.

Taking a non-judgemental, curious and empathic attitude towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviours, rather than the behaviour itself. Children displaying anti-social behaviours need to be regarded as **vulnerable** rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” - Pam Leo

All behaviour is communication or a form of information. Children aren’t deliberately choosing to annoy, irritate or disrupt. Their feelings are driving everything they are doing and they are unable to rationalise that without being taught and supported to do so. It is our role to recognise that children are trying to tell us something and we need to help them to regulate their emotions.

Prosocial behaviour

At Parkside Primary we have our Academy Rules which children are expected to follow as they support appropriate behaviour. Following consultation with parents, pupils and staff, these have been established as follows:

- ✓ Be kind
- ✓ Be respectful
- ✓ Be a learner
- ✓ Be honest
- ✓ Be responsible

When children display the school rules and/or values they are noticed for doing so and staff respond in the following ways:

- Thank you for... showing kindness to Tom and helping when he needed a friend.
- I noticed... Sally showing respect by looking this way with her lips closed when I asked children to stop and listen.
- Fantastic effort for...persevering with that tricky part of your learning when it would have been easier to give up.
- I'm proud of you...for being honest about hurting Zachary and then apologising for making the wrong choice.
- I liked the way...you put up your hand when you were ready to speak.

If children choose not to follow the Academy rules and behave inappropriately, a stepped approach to consequences operates:

Foundation Stage Behaviour Management System

Step One (a) Distract

Many young children can be diverted from inappropriate behaviour by giving them focused attention or simply turning their attention to something else.

(b) Say 'stop' instead of 'no'

Using the word 'stop' instead of 'no' is effective for many reasons. When 'no' is used as part of everyday boundary setting with children, it can lose the effect and children start to ignore it. However, when we say 'stop' it gives children something to do and also allows you to explain why the behaviour should stop.

It is agreed that when unacceptable behaviour occurs, the practitioner will talk quietly, calmly, in a lower register and slower than usual. Raised voices are not effective or acceptable.

Step Two (a) The Sunshine, Cloud and Rain Cloud system

All children's names begin the day on the sunshine. If the children's behaviour is not acceptable, they will be given a verbal warning, if the behaviour continues their name will be moved to the cloud. The cloud is a warning to the children that their behaviour needs to change. If the behaviour continues their name will be moved to the rain cloud. They will have time out from their activity and their name will be recorded.

(b) Use 'time in' as opposed to 'time out'

Time in can be used to modify dysregulated behaviour. Removing the child from whatever they are doing and asking them to sit/stand in a safe place for a period of time with the support of an adult to co-regulate. This 'time in' with a trusted adult allows an opportunity for the child to calm down and to think and reflect on their behaviour. It is vital to remember to give the child an 'invitation to return' if they wish to return to the wider group – if appropriate, explain to the child why they were taken to a safe space. If the child then behaves appropriately in the next few minutes offer clear affirmation and praise. It is important that 'time in' is used appropriately as sometimes children need time and space to recover, however they need to know that the adult is there to bring them back into the group after supporting them to regulate.

Recording of Negative Behaviour

EYFS Behaviour Record

When children's names have been moved onto the rain cloud, their names are recorded by the class teacher with a record of the behaviour. The class teacher uses the record for evidence for rewards.

Key Stage One and Key Stage Two Behaviour Management System

- a. One verbal warning
- b. Name on board
- c. One X after name
- d. Second cross actions a blue slip. Pupils will then be given the chance to '**make it right**' during breaktimes during which time they will complete work set by class teacher.

In a half term:

3 blue slips = behaviour log for one week and a parent/carer meeting

6 blue slips = 1 day internal exclusion and a parent/carer meeting

9 blue slips = 1 day suspension and a parent/carer meeting

The consequence system is continuous and operates for a half term.

If a child chooses to behave in a way which results:

- ***in a person being seriously hurt physically or verbally***
- ***in the safety of the child or that of others being threatened***
- ***in our Academy environment being damaged***

The child may receive a fixed term or permanent exclusion which overrides the standard approach.

Reasonable adjustments will be made to this policy for children with special educational needs/disabilities, in line with The Equality Act 2010.

Language:

The language used is vital to get right. At Parkside, we only use these terms:

- Difficult/dangerous/unsocial or anti-social behaviour
- A child is in crisis, dysregulated or distressed
- A child is attention needing not attention seeking
- A child has additional needs

At Parkside, we know long term behavioural change comes from developing internal discipline. Using a therapeutic approach, we teach positive behaviours by developing trusting relationships with staff, children and parents/carers.

We have clear expectations that at the beginning of each school year the main focus is on building positive relationships with all children as these relationships are essential to support positive behaviour. This is started through a transition program that gives children the opportunity to visit their new class and teacher before the summer holiday enabling children and staff to begin to get to know each other. For our new nursery and reception children this will involve transition visits prior to their start date. Children at Parkside should feel safe, valued, respected and liked by all adults. Adults show kindness, make connections, listen to children and greet them when they see them. We believe in using praise and positive reinforcement – ‘catching children getting it right’.

Responding as role models and using positive phrasing

Children learn best from being surrounded by good role models. We know that ‘children can’t be what they can’t see,’ therefore, all adults at school speak respectfully to each other, to children and about children. We walk in the school building, listen to children when they talk to us and take time to teach children prosocial ways to behave, always linking this to our rules e.g., Thank you for holding the door open and showing respect. We model to the children, often through talk, how we are feeling, how it is ok to have a wide range of feelings, and we show by example how being honest and talking through our experiences is a positive strategy.

‘Instead of demanding that children respect their elders, we can demonstrate what that looks like and treat children respectfully’ Lelia Schott.

Consistency and consistent use of scripts.

By consistency we mean creating a culture and environment where children know that whichever adult they are talking to the same expectations for behaviour are present and the way their behaviour is managed is the same. Staff may have reminders of this policy through email, briefings or staff meetings. New staff are given this policy as part of their induction and this policy is reviewed by staff and governors annually. We know that by having some agreed scripts that are positively phrased and used by all staff across school,

children are more likely to feel secure that the expectations for their behaviour are the same.

Routines, repetition and structure with established clear and agreed boundaries/expectations

Having clear, predictable routines that all children are aware of will create a sense of feeling safe and prepared. We use visual timetables for whole classes to share what the day is going to include. Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with children. In order to help children to feel safe, their educational environment needs to be high in both nurture and structure. Transitions are seen as important and managed carefully for all children.

Comfort, forgiveness and restorative processes.

If children feel safe, happy and respected they are more likely to display pro-social behaviours. They don't always get this right and it is vital that when they do get it wrong they are given a fresh start. Every day is a new day. Adults need to forgive and model this forgiveness. During difficult and dangerous behaviours, they need to encounter adults who are calm and consistent who respond in a predictable, consistent, empathetic way. Children need to learn to forgive themselves and others and we are role models for this. When a child is displaying difficult or dangerous behaviours we remember this means they are ultimately not feeling safe or happy. We need to work out what the trigger is for this behaviour and try to de-escalate. A child who has spent time in 'crisis' may need time to calm down before any educational consequence or conversation takes place. Change of face, where one adult replaces another as the person leading de-escalation or distracting a child to de-escalate behaviours are two strategies used at Parkside.

The Zones of Regulation

We use the Zones of Regulation curriculum throughout school as we prioritise the teaching of emotional language so children can describe their own feelings and can understand the feelings of others. If a child cannot communicate how they are feeling and what their needs are, they are unlikely to reach their full potential. We work towards children having the ability to read or recognise their own emotions and feelings and to read or recognise the emotions and feelings of others. The aim is for all children to understand and predict the impact of these feelings on actions and behaviours. The Zones of Regulation curriculum is based around the use of four colours to help children self-identify how they are feeling. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they are in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Preventing Escalation

To prevent escalation an adult must show consistent, calm behaviour while using the following strategies:

Limited choice:

- [Name of child]...put the pencil in the pot or on the table
- [Name of child]...sit on the chair or on the floor
- [Name of child]...work at that table or that table

The de-escalation script

- [Name of child]... I can see you might be / are feeling annoyed/angry/upset.
- I am here to help.
- Talk and I will listen.
- Come with me and ...

Emotional Recovery:

- Different children need varying lengths of “cool down” times
- Cool down can be offered in a variety of locations within the school and will be personalised depending on need

If a child is displaying a difficult behaviour, e.g. Behaviour which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: ‘Daniel continually shouting out is difficult within a group teaching activity.’ In this situation, any of these strategies can be used:

- Reminder – this is a quiet and clear redirecting the child to the agreed boundaries then leave take up time. Options are:
 - I need to talk to you about our respectful rule.....
 - You know the routine for...
 - You could make this right by...
 - Let’s focus on what is going to happen next...

30 second scripts are used by staff to ensure that they can deal with difficult situations calmly and consistently without showing emotion. A 30 second script may start with:

- I noticed you are...
- It was the rule about being kind that you didn’t follow when talking while I was...
Do you remember last week when you did such a great job at....
- Thank you for listening.
- These are used to bring children back on task as quickly as possible.

Restoration

We understand that each child will need time to reflect, repair, restore. It is important that after an incident there is time to reflect, repair and restore. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safe guard their emotional wellbeing and help them reflect and progress. The purpose of reflect,

repair and restore is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

These questions can be used to guide the discussion.

- What happened?
- How were you thinking / feeling and how did it make others think and feel?
- Who has been affected and how?
- What can we do to put things right?

Unsocial behaviour is when a child is not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others.

Examples:

- Leaving their desk without permission
- Refusing to complete the work set
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)
- Calling out/talking to a friend
- Not listening to instructions

Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so should provide differentiation or support.

Possible strategies that could be used:

- Differentiated learning space/work station
- Additional resources
- Individualised timetable
- Now and next board
- Brain breaks

Antisocial behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is important that our response to unsocial behaviour does not drive the behaviour to become antisocial.

These behaviours will be a sign of a child needing support and a child may be in a heightened, anxious state – possibly due to factors outside of school – please be aware and empathetic of this and that their behaviour is communicating a need.

Consequences, if possible, must be carried out by the adult who was working with the child at the time.

If a child is not managing to display pro-social behaviours, we need to teach the behaviour we want to see.

- It could be **make it right**
- It could be **reflect, repair and restore**
- It could be a **natural consequence** (clearing up a mess, fixing broken object)

Consequences can be educational and protective and must link to the specific behaviour. For example, if a child has seriously disrupted the learning in class then the protective consequence is that the child needs to have time away from the class to reflect on the harm the child is having on all the children, themselves and the teacher in the class. If a child has hurt another child in the playground, then the child needs a protective consequence of time away from the playground with an educational consequence about the impact of their actions what can happen to a child if they are hurt.

Recording of Behaviour

Each class uses the SIMS conduct log to record children who have accrued behaviour points. Behaviour points are analysed half termly to identify any patterns or trends and ensure effective support is put in place if required.

Blue behaviour slips are also recorded using the SIMS Conduct Log and parents/carers are informed.

Rewards

Inside Behaviour

In order to promote positive behaviour, which is linked to our Academy rules/values, children are awarded Dojo points. This is an online system where adults in school can log and monitor children's good behaviour. Every child in school has been placed within a House Team and siblings are placed in the same house. At the end of every week, the Dojos are totalled and the winning house is announced in Reward Assembly. The house which wins the most is rewarded at the end of every half term. Children also receive individual rewards for totalling specific amounts of Dojos throughout the year.

Outside Behaviour (Year 1 – Year 6)

At the end of each break and lunch time keys will be awarded to the classes lining up with the best and most sensible behaviour.

Every week in Friday's reward assembly, the class in each Key Stage with the most tokens is rewarded by being allowed to have an extra playtime.

Pupil of the Week (F1 – Year 6)

Each class teacher will choose one child each week that has done something extra special.

In Friday's reward assembly, the children will receive a certificate, a sticker and an item from the reward bucket.

Head teachers Award (F1 – Year 6)

At the end of each term, each class teacher will choose two children from their class who has consistently shown an excellent attitude towards the Academy.

This child will receive a certificate and an award.

Attendance and Punctuality (F2 – Year 6)

Weekly

If a child achieves 100% attendance and punctuality, then they receive an attendance sticker and stand up in Friday's reward assembly to be praised.

If a class achieves 100% attendance and punctuality, they are rewarded with a nonuniform day the following Monday.

Half-termly

If a child achieves 100% attendance, they receive a reward in the end of half term reward assembly

End of Year

If a child achieves 100% attendance for the whole year, having been on roll since the start of the academic year, they will be invited to attend a reward trip at the end of the year.

Moving Around the Academy Rules

1. Walk and wait silently
2. If you are moving around the Academy, walk on the left
3. If walking or waiting with a class, you need to be in single file and in assembly/number order
4. When using steps or stairs, you need to walk down on the left and walk up on the left, using one step at a time
5. Open doors for others and wait for them to go through the door before moving on

Other Information

Academy staff have the power to use reasonable force, if required (see Use of Force by Staff to Control or Restrain Pupils Policy).

This policy needs to be read in conjunction with our:

- Safeguarding Children statement
- Child Protection policy
- Anti-bullying policy
- Use of Force by Staff to Control or Restrain Pupils policy
- Homework policy
- Home-Academy agreement
- Equality policy
- Special Educational Needs policy

and the DfE's:

- Behaviour and discipline in schools – A guide for head teachers and school staff (2016)
- Behaviour and discipline in schools – Guidance for governing bodies(2012)
- Screening, searching and confiscation - Advice for head teachers, staff and governing bodies (2012)
- Use of reasonable force – Advice for head teachers, staff and governing bodies (2012)
- Preventing and tackling bullying – Advice for head teachers, staff and governing bodies (2012)
- Home-school agreements – Guidance for local authorities and governing bodies (2012)

Monitoring and evaluation

Parkside Primary Academy ensures this policy is compliant with its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The Trust has a legal duty to make reasonable adjustments for disabled children and children with SEND.

Staff and governors, on a three yearly basis, will review this policy unless circumstances demand an earlier review.

This policy was adopted on the 12.09.2023. It will be reviewed by the end of Autumn 1 2023/2024 unless circumstances demand an earlier review.

Parkside Primary Academy has adopted the Department of Education's guidance as outlined in Behaviour and Discipline in Schools – A guide for head teachers and school staff 2013 (updated May 2022)

Appendix 1

Discipline in schools – teachers' powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Appendix 2

Safeguarding

Parkside Primary Academy will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the Academy's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multiagency assessment is necessary.

Appendix 3

The Power to discipline beyond the school gate

The Local Governing Body will need to ask the Head of School to consider what the Academy's response should be to behaviour when the child is:

- taking part in any Academy-organised or Academy-related activity or travelling to or from Academy or
- wearing Academy uniform or
- in some other way identifiable as a pupil at the school
- or, misbehaviour at any time, whether or not the conditions above apply that:
 - could have repercussions for the orderly running of the Academy or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the Academy.

In all of those circumstances the Head of School should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against the pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, Academy staff should consider whether the misbehaviour may be linked to the child suffering, or

being likely to suffer, significant harm. In this case the Academy staff should follow its safeguarding policy.

Appendix 4

Searching

Academy staff can search a pupil for any item if the pupil agrees

The Head of School and staff authorised by her/him have a statutory power to search pupils of their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used i) to commit an offence ii) to cause personal injury to, or damage to the property of any person (including the pupil)

The Head of School and authorised staff can also search for any item banned by the Academy which has been identified in the rules as an item which may be searched for

Appendix 5

Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the Academy's behaviour policy.

Appendix 6

Screening

The Academy can require pupils to undergo screening by a walk through or hand held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

The Academy's statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of Academy staff can screen pupils.

Appendix 7

Informing parents and dealing with complaints

The Academy is not required to inform parents/carers before searching, confiscation or screening takes place to seek their consent.

Complaints about searching confiscation or screening should be dealt with through the normal Academy complaints procedure.

Appendix 8

Off-site Behaviour

All non-criminal bad behaviour and bullying which occurs anywhere off the Academy's premises and which is witnessed by a staff member or reported to the Academy is forwarded to the Head of School. The incident will be investigated and the Academy's behaviour policy applied, if appropriate.

Appendix 9 Pastoral Care for Academy Trust staff

Parkside Primary Academy should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Local Governing Body instructs the Head of School to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support Academy staff can expect to receive if they are accused of misusing their powers.