



**St Vincent's VC Academy**

## **Relationships for Learning & Behaviour Policy**



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**Produced by:** P Donnelly

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**Reviewed by:** St Vincent's SLT and directors of SCRAT



Other related academy policies that support this Behaviour policy: Anti Bullying, Attendance, Physical Intervention, Special Educational Needs & Disability, E-Safety, Safeguarding, Codes of Conduct, Whistleblowing, Safer Recruitment and Exclusions.

**At St Vincent's we believe that positive relationships are at the heart of a healthy, happy and effective learning environment. When children are happy and relaxed learning can flow. Our policy aims to build positive relationships between pupils, staff and parents.**

**The school aims to endorse the following principles:**

**When adults and children –**

Feel at ease

Act spontaneously,

Are open to the world,

Express inner peace,

Have vitality and self-confidence,

Enjoy life,

**Their well-being is ensured and they are able to learn.**

**When adults and children are:**

Concentrated and focused,

Interested involved, motivated and fascinated,

Mentally active,

Fully experiencing concepts,

Satisfying their drive to explore,

Operating at their limits of capabilities,

Deep level thinking can take place.

**Ferre Laevers (2002)**

**Aim of the policy**

- ☐ To create a positive behaviour culture for building good relationships, self confidence and learning
- ☐ To ensure that all learners feel part of a community
- ☐ To ensure all learners are treated fairly, shown respect and supported in building good relationships.
- ☐ To refuse to give learners attention and importance for poor conduct.
- ☐ To help learners take control over their behaviour and be responsible for the consequences of it.
- ☐ To build a community which values kindness, care, good humour, good temper, understanding and empathy for others.
- ☐ To promote community cohesion through improved relationships.

**Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- ☐ Positively reinforces behavioural norms.
- ☐ Promotes self-esteem and self-discipline.
- ☐ Teaches appropriate behaviour through positive interventions.

## Rights and responsibilities

### Children's Rights

Children have a right to:

- ☐ **Be Safe** - feel safe, cared for and supported
- ☐ **Be Respected** - be treated with respect and receive fair and consistent treatment from all adults and children in an environment that is free from prejudice
- ☐ **Be Ready** - have school environment that is pleasant, clean and engaging, have role models that are prepared and ready to be there when needed,
- ☐ **Learn** – have opportunities for learning that meet their individual learning needs and allow them to make progress

### Children's Responsibilities

*Towards others:*

- ☐ To behave in a way that will ensure the safety of other children and adults.
- ☐ To be truthful and honest and to respect others and their possessions.
- ☐ To be tolerant of others whatever their race, colour, gender, class, ability, physical challenge, faith, sexual orientation or lifestyle.
- ☐ To recognise and respect the authority of staff and other adults in the school and to listen to them.

*Towards work:*

- ☐ To be punctual at all times.
- ☐ To work to the best of their ability.
- ☐ To work calmly and quietly.
- ☐ To value their own work and that of others.
- ☐ To organise themselves and their resources so that they can work independently.

*Towards the school environment:*

- ☐ To talk quietly in all areas of the school building.
- ☐ To take care of equipment and keep the school and the grounds tidy.
- ☐ Receive education appropriate to their level of ability and to be given praise and feedback.
- ☐ Be advised and supported by staff if they are in physical or emotional need in relation to our safeguarding policy.

### Parents Rights

*Parents have a right to:*

- ☐ Expect that their child will take part in a wide variety of activities which will meet the requirements of the National Curriculum.
- ☐ Be informed regularly (at least termly) about their child's progress and behaviour at school.
- ☐ Be offered mutually agreed times for informal discussion about their child, the curriculum and the ways in which the classrooms operate.
- ☐ Expect to be able to assist with their child's education through school/parent links.
- ☐ Be treated with respect by all members of staff.

## Parents Responsibilities

*We ask parents to be responsible for:*

- ☐ Getting children to school on time and to collect them on time
- ☐ Informing the school on the day of absence or if their child is late.
- ☐ Ensuring their child has adequate sleep as the school day can be very tiring.
- ☐ Being aware of school policies and to try to support all staff in their efforts to create a caring community.
- ☐ The behaviour of any other children they bring into school.
- ☐ Reading all letters/messages that are sent home. Ensure home learning books are in school every Friday.
- ☐ Being prepared to discuss issues or problems politely and calmly with staff and other parents of children at the school.
- ☐ Being aware of the convenient times to talk with staff after school. It may be necessary to make an appointment if the discussion may take some time or is of a sensitive nature.

## Staff Rights

*Staff have the right to:*

- ☐ Be treated fairly and with respect
- ☐ Be able to deliver the curriculum in an appropriate environment
- ☐ Be informed about matters that will affect them; lines of communication should be kept open at all times.
- ☐ Receive support and understanding from both parents and colleagues.
- ☐ Have their possessions, breaks and planning times respected.

## Staff responsibilities

In accordance with the Teachers' Standards September 2012 teachers must:

'Manage behaviour effectively to ensure a good and safe learning environment' - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

'Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

'Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.'

*All staff have a responsibility to:*

- ☐ To know the children they teach. Relationships should be fostered and be at the heart of all learning
- ☐ Plan lessons which inspire, motivate and engage pupils, therefore keeping disruption to a minimum
- ☐ Ensure all children receive a broad, balanced stimulating curriculum at the appropriate level using suitable materials.

- ☐ Respect, praise and reward pupils (follow and use the three school rights).
- ☐ Plan for behaviour – cover queries in advance and plan for specific pupils and specific behaviours. Aim to proactively prevent rather than reactively respond to.
- ☐ Have high expectations of work and behaviour and make these clear to pupils – establish what you want.
- ☐ Follow restorative procedures when dealing with inappropriate/challenging behaviour.
- ☐ Be fair and consistent when dealing with pupils - what is not acceptable for one is not acceptable for another.
- ☐ Enlist the support of other staff and parents where appropriate.
- ☐ Act as positive role models.
- ☐ Take responsibility for behaviour and well-being of pupils.
- ☐ Ensure that children are emotionally and physically safe in school.
- ☐ Be consistent in their approach to behaviour.
- ☐ Praise good behaviour and good work.
- ☐ Listen to parents' concerns and take them seriously.
- ☐ Be punctual and well organised.
- ☐ Provide children with a good role model.

#### Governors/Parish Partners responsibilities

- ☐ Have an understanding of the restorative approach and use this in their work with all stakeholders.
  - ☐ Monitor exclusions regularly.
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## Standard practices and systems for teachers & staff

**The 'St Vincent's Way' - our high expectations, the way we 'do' things around here. We model the behaviour we want to see.**

- ☐ Be Positive - catch children doing something good, engage, encourage and reward.
- ☐ Use different techniques for different situations and different children.
- ☐ Separate the behaviour from the person - it is not the person you dislike, it is the behaviour they are choosing to use.
- ☐ Establish routines - manage transition times to reduce the opportunity for inappropriate behaviour.
- ☐ Relentless consistency - enforce our high expectations relentlessly.
- ☐ Always focus on primary behaviour, ignore secondary behaviour (tactical ignoring).
- ☐ Instructions should be always be clear and leave little room for misunderstanding.
- ☐ Before behaviour is addressed 'cue' the class, then:
  - ☐ Instruction - what you would like the child to do (directional instruction)
  - ☐ Thank you - Expects compliance (before they comply)
  - ☐ Turn away - Shows your expectation (take up time)
- ☐ Apply consistent consequences - everyone is accountable for their behaviour. Consequences can be immediate or deferred. It is the certainty of a consequence rather than the severity that makes the difference.
- ☐ Never ask a child 'why' they have done that - instead ask a question that enables the child to think about their actions and what they could have done better. **Apply language from 'The Script' see separate document.**
- ☐ Ensure each lesson is a fresh start for the pupil; all pupils are to be treated the same at the start of each lesson and behavioural issues will not be carried over.
- ☐ To call for the children's attention the teacher raises their **hand in the air** and all follow this action – wait until all have stopped and ready for instruction
- ☐ To move from one place to another we use 3 fingers signify the steps  
**1 stand up, 2 get ready, 3 off you go**

## The Restorative Approach

As a restorative school positive strategies are used, whenever possible, to promote good behaviour. This enables pupils to construct good learning habits and helps develop a harmonious environment in which learning can thrive. We endeavour to put repairing the harm done over and above the need to assign blame or distribute punishments. This approach encourages those involved to identify ways in which they can repair a relationship and move forward. We hold 'circles' to resolve problems, children hold each other to account. By giving pupils these responsibilities we are assisting them in creating their own strategies for avoiding and resolving conflict. It is also our strong belief that when a pupil makes their own recommendations they are more likely to follow them rather than if an adult suggests or imposes them.

At St Vincent's we understand that everyone is a unique individual and therefore we have to be flexible when dealing with instances of inappropriate behaviour. We must also be open to adapting restorative approaches to suit the age and level of the child. In the foundation stage only initial stages should be implemented. Working on the understanding of feelings and why they are caused is imperative with younger pupils.

This approach is also modified for other pupils in school. Pupils with low levels of emotional maturity or with Special Educational Needs can need guidance in recognising how their actions have affected others or how they feel about an incident.

## Curriculum

Pupil's understanding and capability in managing conflict should also be contributed through PSHE lessons, regular circle times and assemblies. Discrete PSHE lessons are taught on a regular basis to ensure all pupils understand the key stages of the restorative approach and have the required skills to be able to resolve issues with adult support or individually, where appropriate.

## Rewards

At St Vincent's good behaviour is expected, we will celebrate 'Over and Above'. Every Friday we have a celebration assembly to reward 'Over and Above'. There is no set number of pupils to receive recognition. These pupils will go onto the school recognition board & have time with the Head and Peers to celebrate successes. Class teachers may use individual incentives, however, our main recognition, as a whole school, is the sending of postcards home to celebrate individuals' achievements. "We praise the behaviour we want to see" and use of the recognition board.

## Consequences

When using consequences staff ensure that they are constructive and allow the child to learn from what has happened. Sanctions can be given by the class teacher or the member of staff dealing with the incident. If an incident occurs at lunch time then it is the Lunchtime Supervisor's responsibility to deal with the issue. All staff follow a set procedure and use '**the script**'. A record of what has happened & how it was dealt with is kept. Some pupils may need 'time out' in a safe place to calm down and ready themselves to talk about what has happened. This will be followed by a restorative circle if appropriate (using the six questions – see appendix). It may be appropriate for the children to give out fitting consequences in a circle.

**Pupils are not to be shouted at or humiliated. They must not spend time writing lines as this does not help them learn from what has happened. Pupils do not receive an area of the curriculum as punishment nor are they withdrawn from a curricular activity as a consequence, unless there are concerns for their or others' safety. Pupils are not sent to stand outside the classroom or somewhere within the classroom (i.e. facing the wall) or sent to a member of SLT, emotional well-being lead, assistant head or head of school before exhausting all other strategies. Pupils should not be sent to the assistant head and head of school unless previously arranged or an extreme incident has occurred. Everyone is responsible for behaviour in school and should challenge inappropriate behaviour in a restorative manner.**

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## Behaviour flow chart

### Stage 1: Inappropriate Behaviour

	Steps	Actions
1	Reminder	<b>A reminder of the three rules (Ready, Respectful, Safe) or the three step routine <u>Instruction</u> - what you would like the child to do (directional instruction) - <u>Thank you</u> - Expects compliance (before they comply) <u>Turn away</u> - Shows your expectation (take up time) delivered privately wherever possible. <b>Repeat reminders if reasonable adjustments are necessary.</b> Take the initiative to keep things at this stage.</b>
2	Caution	A clear verbal caution should be delivered privately, wherever possible, making the student aware of the behaviour and clearly outlining consequences if they continue. Use the phrase 'think carefully about your next step'
3	Last Chance	<b>Speak privately</b> to the child and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour ( <b>use the 30sec script intervention, - see app</b> )  You may then choose to attach "stay behind two mins at break / lunch" to this step. This cannot be removed and is not to be part of any future negotiation.
4	Time out	<b>Time out should be a few mins for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. This must take place in a safe appropriate space. Side of classroom, colleagues room, library area (when supervised)</b>
5	Repair	This might only need to be a quick chat at break / lunch / a more formal meeting – <b>The six restorative questions should be used in all circumstances</b>

### The Pivotal approach – (Paul Dix, 2017)

1. **If above has been applied & behaviour is continued** - it may be necessary to instruct a child to work in another class for a 'short' period of time or the remainder of a lesson. At this time is not the responsibility of the alternative class teacher to discuss the behaviours which have led to the child being temporarily removed. The child will be supported by the new teacher to reflect in a safe area and encouraged to 'reset & regulate behaviours' returning to class where a restorative conversation will take place with class teacher at an appropriate time.

#### **Emphasis – Engage, Explain, Repair , Positive Re-start**

Teachers – Must log behaviour on CPOMS from step 4 (before depending on individual case) and inform parents – This helps tracks any patterns of behaviour and inform any future targeted support

## **Stage 2: Inappropriate Behaviour**

1. **Challenging behaviour continues** - the support of the emotional well-being lead should be sought. It may be necessary for the child to have some reflection in the well-being room. Once the child is in a calm place efforts will be made to discuss with the child the events which have led to the situation. This will be done in a caring, supportive role with an emphasis on how the child is feeling and how we can help. At an appropriate time (it may be necessary to do this the following day in some situations) there will be a restorative conversation with the child & class teacher to repair and build possible damaged relationships. Depending on the nature of the incident and the time of day it may be in the child's best interest to continue the day in an alternative environment.
2. **Internal Exclusion** - occasionally it may be necessary to impose an internal exclusion after exhausting the steps outlined in stage 1 & above. Internal exclusion may follow extreme physical behaviour or consistently not following our school rights and responsibilities. Internal exclusion may be set at one lesson, a morning or full day. The emphasis will be to get the child back into class with a fresh start.

Emotional well-being lead will inform parents and record outcome

## **Stage 3: Inappropriate Behaviour Parent/ Teacher/child meetings**

1. **Apply strategies** outlined in this policy relentlessly and consistently. Children whose behaviour continues to be disruptive need different strategies and the teacher must meet with the parents to discuss the child's behaviour and the additional approaches to be applied. During the meeting the class teacher should provide the parent with evidence of the disruptive behaviour and refer to our school rights and responsibilities. A timeframe should be set and a review date that all parties agree to. Following the meeting the class teacher sends a letter to outline the events of the meeting and to set the next meeting date. This letter then acts as a record that the meeting took place.
2. **The parents** are told that their child's behaviour has improved sufficiently and the child's behaviour will be monitored accordingly.

Teachers will record meeting with a copy of letter and continue to monitor & log any unacceptable behaviour.

## **Stage 4: Behaviour Support Meetings**

The inappropriate behaviour continues and warrants an individual behaviour support plan (BSP). At this meeting will be the class teacher, the emotional well-being lead, the child and parent. Previous to the meeting the class teacher and the emotional well-being lead will have met to discuss the individual child's needs and how the school can support to meet them. If appropriate the SENCO may also be invited. A plan will be put together to support the child, this will be fully discussed with the child and parents. Both parent and age appropriate children will be asked to sign the plan and agree to adhere to the proposal of support. There will be a review date of 6-8 weeks following this meeting; this may be sooner in certain circumstances.

The emotional well-being lead will log and provide copies to parents & teachers outlining plan and support. Teachers will continue to log daily behaviour.

### **Stage 5: Review meeting**

A review meeting will take place with the class teacher, the emotional well-being lead, parent & child – if there is a marked improvement of the child's behaviour it may be necessary to continue the provision. The outlined plan may continue the same or may be 'tweaked' in relation to the child's individual needs.

If the behaviour of the child has not improved the next steps will be discussed. The child may need an 'alternative provision' in school to enable the child to continue at St Vincent's, this may be in the form of working temporarily in another class, with the emotional well-being lead or with the head of school. In certain circumstances it may be the child has sessions in the 'Nurture Room.'

Parents and the children will be informed at this stage the concern around should this behaviour continue the child may be at risk of exclusion.

Regular contact with parents will be made at this stage & updates as necessary.

The emotional well-being lead will log meeting and arrange further meetings & keep parents up

to date with progress

### **Stage 6: Fixed term and permanent exclusions**

St Vincent's is an inclusive school which means that every effort is made to ensure that children are kept in school and learning. Fixed term exclusion is used in the case of very serious and/or relentless wrong doing. Permanent exclusion is extremely rare will only ever be considered, if the school has exhausted all other options in supporting the child, and if that child's continued attendance at the school is deemed to pose a real and significant risk to the health, safety and well-being of others in the community.

Excluded pupils will be provided with work and will participate in a restorative meeting on their return to school before being readmitted to the school community. In addition to this, parents are advised to be present at a readmission meeting with the Emotional Well-being Lead, Head, or a member of the SLT when their child returns from fixed term exclusion.

Exclusions are the very last resort. They will only be used where all other avenues have been explored unsuccessfully, or where a single incident has posed a very significant threat to the safety and well-being of others.

Exclusion both fixed & permanent will be recorded by the EWW Lead.

### **Circles**

Circles are used to resolve issues, from friendship problems to inappropriate behaviour. Circles can be as informal as a conversation in a corridor to a structured gathering. The significant factor is children learn to problem solve in a positive manner producing good outcomes for all concerned. A circle encourages accountability for actions focusing on restoring relationships not blaming individuals. Children feel the process is fair allowing successful resolutions.

### **Extreme behaviour**

There are a wide range of totally intolerable behaviours which are covered in separate policies: racism, sexism and bullying for example. In addition to these, St Vincent's will also take direct action in the case of: abuse of staff, extreme violence, weapons, vandalism, alcohol and cigarettes. Whilst we are guided by restorative principles (and will arrange a full restorative meeting involving all affected parties when severe harm is caused) it is also the case that behaviours of this type could result in exclusion from St Vincent's.

### **Intervention and support**

For children with an BSP additional resources are available. In school these children have access to and time with the Emotional Wellbeing and Behaviour co-ordinator. The co-ordinator not only works alongside the pupil but also with the family, class teacher and other professionals. Some pupils are referred to outside agencies for alternative provision (both temporary and permanent, depending on circumstances.) We work closely with parents/carers under these circumstances. Children can access the resource of the EWB co-ordinator if they have emotional or social difficulties. Pupils without an BSP should be disciplined by the class teacher or phase leader. Pupils who have been identified as involved in bullying will be dealt with in accordance the Anti Bullying Policy and will have the support of the EWB co-ordinator.

### **Behaviour Support Plans**

For some pupils more specific support is needed in the form of an Individual Behaviour Support Plan. This plan is individual to the pupil, identifies where and what support is needed and it recognises triggers and coping mechanisms. Children who are given an BSP will have demonstrated extreme unacceptable behaviours and may be in danger of exclusion. Teachers who refer pupils for an BSP must have first exhausted all possible strategies and must have previously met with the phase leader and parents to express concerns. An BSP may then only be given with the emotional well-being leads approval and must be signed and dated by parents.

**Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem.**

**On occasions behaviours, and/or attendance can deteriorate through events such a bereavement, abuse, divorce or separation of parents or due to a specific diagnosed or undiagnosed condition.**

**It is important that when staff are dealing with behaviour it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should speak to the Behaviour Lead or SENCo to discuss additional support strategies using the school's graduated response. However, if staff believe the behaviours relate to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.**

### **Support from outside agencies**

Sometimes support from outside agencies may be necessary in supporting the child and meeting the needs of the individual. This will be done with the consent from parents. Agencies may include the Whitehouse, Barnardo's, Womens Aid, KIDZ, The Warren, School Nursing Team, etc.

### **Inappropriate conduct beyond the school gates**

Teachers' powers This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

### **Use of reasonable force At St Vincent's**

We view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment. Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following: · committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); · causing personal injury to, or damage to the property of, any person (including themselves); or · prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise. Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen

### **False allegations against members of staff**

Allegations against members of staff are taken extremely seriously and will be dealt with in line with guidance from the Local Authority. St Vincent's will make every effort to maintain confidentiality in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the child and supports the person who is the subject of the allegation.

Suspension of the accused member of staff will not necessarily be the default action of the school. If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Executive Head and Head of School will consider the appropriate disciplinary action against the pupil who made it.

***Reference to Keeping Children Safe in Education September 2016.***

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### **Peer on peer abuse**

At St Vincent's, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- ☐ all forms of bullying,
- ☐ being coerced into sending sexual images (sexting),
- ☐ physical or sexual assaults,
- ☐ child sexual exploitation
- ☐ sexual harassment

These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- ☐ If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council EHASH.
- ☐ Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy.
- ☐ Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.
- ☐ Necessary pastoral support will be offered to all affected parties.

*(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)*

