



Flourish FEDERATION

Believe, Achieve, Belong



Relationships (Behaviour) Policy



The Flourish Federation Vision

To inspire everyone to flourish, grow and learn in a safe and spiritually rich environment.

Built on the strong foundations of Matthew 7:24

Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock.

Our Federation's vision, ethos and Christian values underpin and thread through every aspect of our work across our Federation. Our work helps us on our collective journey to achieve our vision for all in our Federation community.

This policy was ratified by Flourish Federation Governing Body on:	29 th SEPTEMBER 2022
This policy will be reviewed by Flourish Federation Governing Body on: (unless earlier review is required to adhere to statutory requirements/changes in procedure)	September 2023
Policy Version:	V1
Signed by the Chair of Governors:	
Signed by the Executive Headteacher:	

Our Values



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1. Restorative storyboard

“A focus on adult behaviour is the only responsible approach. Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.” Paul Dix, 2017

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised.” Haim G. Ginott

“Memories do not remain in the past but become actions in the here and now – behaviour is the communication.” Heather Geddes (2006)

Aims

- To develop self-esteem, self-discipline and positive relationships so that staff and children can learn, play and work together in a cohesive, caring and considerate way.
- To ensure that our school expectations, strategies and approaches are widely known, understood and consistently practised.
- To ensure our school community has a consistent and fair approach to teaching and managing behaviour.
- To encourage our children to take responsibility for their behaviour.
- To support our children with learning to manage their feelings and behaviour.
- To support the personal, social and emotional development of all of our children.
- To help our children develop positive learning behaviours.

We believe that all children have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

We believe that everyone in our school community has the right to learn, the right to be safe and the right to be treated with respect. We all have responsibility to learn, understand and respect these rights.

We believe that children need to be taught and retaught expected behaviours and that it is the responsibility of all of the adults in our school community to model and support the development and understanding of our school expectations of positive behaviour in all of our children.

We aim for all members of staff to feel empowered to manage and respond appropriately to behaviours which sit outside our core values. Children need to learn and understand that the expectations and responses to their behaviour are the same from all adults in school.

Rights and Responsibilities

We believe that everyone in our school has the right to learn, the right to be safe and the right to be treated with respect. Our approach to establishing and maintaining positive relationships is based on developing our children's understanding of these rights and their role and responsibility in ensuring these rights are maintained for all members of our school community.

All members of our school community have a part to play in recognising and maintaining these rights and in supporting positive behaviour in our school:

- Children will understand our school values and how to make choices which support these.
- Staff will support and manage behaviour in a fair and consistent manner in line with this policy and the school values.
- Parents and Carers will support our behaviour policy and work in partnership with the school.
- Governors will support and monitor the implementation of our behaviour policy and evaluate its impact.

What this looks like in the classroom

We use elements of the Pivotal Approach, the principles of which are based on positive relationships and the Thrive Approach, incorporating the ideas of restorative justice, understanding our own behaviour and making informed choices. We have recently developed this by introducing a clear Points, reminders and warnings system for all children to follow.

Reinforcing positive behaviours

Our ethos is based on developing positive, strong relationships with everyone. We recognise that children need to be taught and retaught expected behaviours. We use the following strategies to promote positivity around our school environment:

Meet and Greet	All staff in charge of a group or class must be ready to meet and greet all children at their classroom door at the start of the day and after transitions. Method of greeting to be discussed with class.
Noticing greatness	The language we use in all our interactions shines a light on the best of what we see and hear
Stars of the week	Celebrating greatness as a school community
Do-Jo points	Rewarding children with Do-Jo points for demonstrating the Flourish values.

Points, Reminders and Warnings

At Flourish Federation we have adopted a **Points, Reminders and Warnings system**, so children and staff are clear of our expectations of behaviour.

PRAISE IN PUBLIC AND REPRIMAND IN PRIVATE

Points (Praise in public)	Reminders (Reprimand in private)	Warnings (Reprimand in private)	
<ul style="list-style-type: none"> - Flourish Values - Ready to learn - Positive contributions 	<ul style="list-style-type: none"> - Not following instructions - Inappropriate language - Disrupting learning - Unsafe behaviour 	<ul style="list-style-type: none"> - Harm to peers - Harm to staff - Damage to property - Harm from disruption - Harm from absconding 	
Consequences			
Individual dojo points (turn into house points)	<ol style="list-style-type: none"> 1. First reminder 2. Second reminder 3. Time in (10 mins) <p>Re-sets after each teaching session</p> <p>If repeated, it becomes damage from disruption</p>	Harm to peers	Time out with SLT Phone call home Repair and reset
		Harm to adults	Straight to SLT Phone call home Repair and reset
		Damage to property	Time out with SLT Phone call home Repair and reset
		Harm from disruption	Time out with SLT Phone call home Repair and reset
		Harm from absconding	Time out with SLT Phone call home Repair and reset

Green Behaviour = Dojo points

- Do-Jo points will be given out and recorded on the Interactive whiteboard in the classroom. Do-Jo points will add up to house points.
- Do-Jo points are rewarded for demonstrating Flourish Values, good behaviour for learning and positive contributions.
- Any adult can and should be giving out Do-Jo points when they spot green behaviour.
- We want to catch children being good and celebrate their success with Do-Jo points! The Do-Jo points are completely separate from any actions taken when yellow/red behaviours are shown.
- Staff will reinforce positive green behaviours whenever they can.
- We believe that the most effective way of achieving our aim is to praise and encourage positive behaviours. We believe that rewards can have a motivational role, helping children to see that positive behaviour is valued.
- We reward and re-inforce positive behaviours in a number of ways including: Direct specific praise, e.g. 'Great listening Bob. Well done!', Indirect specific praise, e.g. 'Mrs Bloggs, have you noticed how well Bob/this group is listening today?', Anonymous praise 'There is a group who have worked brilliantly all morning. Fantastic work.'
- We recognise that all of our children need recognition for their positive behaviour. Children who are 'always good' should be noticed, as should those who are working hard to improve their behaviour and attitude.

Orange Behaviour = Reminders

- If a child does not follow instructions, uses inappropriate language, disrupts others or displays unsafe behaviour, they will be given a reminder.
- Children will be given 2 reminders. If after 2 reminders, a child is still refusing to follow instructions, they will be given 10 minutes 'time in' in another classroom.
- During 'time in', children will have the opportunity to reflect on their behaviour and to 'reset', ready to re-join their class.
- All orange behaviours will be reset after each teaching session - registration to break / break to lunch / registration to end of day.
- During the 'reminder' stage, staff will be consistent in highlighting the behaviour that we want to see, so children can focus on how they need to change.
- A Reminder moves to a red warning if the orange behaviour continues, or if a new orange behaviour is chosen.

Red Behaviour = Warnings

- Warnings will be given for;
 1. Orange behaviours that continue, that cannot be 'reset' during 'time in'
 2. Harm to peers
 3. Harm to staff
 4. Damage to property
 5. Harm from disruption
 6. Harm from absconding

Please note – A child can move straight to a red warning if any of the above are shown first.

- Staff will be very clear about what RED behaviour looks like, making sure every child in class has a secure understanding of what each category looks, sounds and feels like.
- Depending on the severity of behaviour, a child will require 'time out' in SLT and a phone call home. In some cases, a red warning behaviour may result in an Internal exclusion, fixed term suspension or a permanent exclusion.
- After every warning, a child will be given the opportunity to **reflect, restore and repair**. This can occasionally take place soon after an incident, or if a child has been sent home, we will do this as part of a reintegration meeting when they return.
- If a child continues to display orange and red behaviours, a positive behaviour management plan will be written by the class teacher in partnership with parents, outlining how best to support their child at School. This plan will identify triggers, highlight key strategies to support and will be reviewed regularly with the class teacher.

A Reflective Conversation - Restore and Repair

We help children to understand the effect their behaviour can have upon others and aim to teach them how to make better choices next time. We use restorative conversations to empower the child to think about the impacts of their behaviour using our restorative questions. We encourage the child to take responsibility for their behaviour choices, to consider the impact on themselves and others and to plan how to respond more positively next time. We recognise that it may take time for some children to be ready to have a restorative conversation and that restorative

conversations can take place in different places, e.g. in the classroom, over lunch, walking on the playground.

Routines

We recognise the importance of establishing routines for use at different points of the school day so both children and adults are clear about what is expected of them. Predictable routines which everyone understands are reassuring and help to build a sense of belonging.

Class teachers develop routines for use at a range of different points of the school day including lining up, moving from carpet to tables (and back again!), getting whole class attention, tidy up time, coming into the classroom, going to playtime, going to lunchtime, home time and changing for P.E. Class teachers spend time at the beginning of each term teaching and re-teaching their routines. We teach routines by breaking them down into steps which are modelled, reinforced and revisited as much as necessary. We use photographs and images of each step in a routine to support this. We support transitions by giving children warnings a few minutes before the end of an activity whenever possible. We try to avoid sudden requests to stop unless absolutely necessary. We also have a number of whole school routines which are taught, modelled and retaught when necessary to the children by all adults, e.g. coming into assembly, coming in from playtime, going into the dining hall.

Support for Harmful Behaviours

We understand that children can behave in challenging ways at times and individuals who are likely to demonstrate high level or unsafe behaviours will have a personalised positive behaviour management plans We will also use the following strategies to further promote positive behaviour in these situations:

- Talking calmly to the child in an appropriate place, at an appropriate time.
- Meeting with parents and carers to develop a shared approach.
- Identifying triggers that cause behaviour to escalate and taking pro-active steps to manage these.
- Reflecting on provision, making reasonable adaptations and trialling a range of additional strategies to engage and support, e.g. safe place, anger routine.
- Using a personalised approach to prevent escalation, e.g. during transition times.
- Emphasising and acknowledging positive behaviour choices.

- Developing a positive relationship and emotional connection with the child through sharing a 'special' activity or game.
- Seeking support from a colleague when necessary.

Class teachers record the particular strategies put in place to support particular children on a positive behaviour management plan which is shared with all members of staff who work with the child to ensure consistency. Positive behaviour management plans are also shared with parents/carers and are reviewed regularly.

When a child is repeatedly exhibiting harmful behaviour which may be described as anti-social, disruptive to learning or aggressive, a positive behaviour management plan is put in place. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management and relevant whole school procedures should take place to eliminate these as contributory factors.

Positive behaviour management plans

The positive behaviour management plan is written by the class teacher, in consultation with the SENDCo, TA and the parents/carers of the child. The aim of a positive behaviour management plan is to support a child to access learning and participation in their classroom. It includes the following:

- Identification of special interests in and out of school
- Likes and dislikes of the child
- Strengths of the child
- Known triggers that cause behaviour to escalate
- Preventative strategies
- Risk assessment calculator (STEPS) and risk reduction plan
- Description of how adults will respond, scripts, strategies and Interventions
- Review dates
- The views of the child
- Agreement by parents/carers and class teacher and signed

Should matters persist or deteriorate further the following actions will be taken as necessary.

- Seeking further advice from SLT

- Seeking external support via Cluster/Local Authority, e.g. SRB support, S2S support and inclusion team
- Seeking further advice from Education Psychology Service and/or SEN Advisory Service
- Considering possible escalation up the SEN scale for behaviour/ SEN Code of Practice with appropriate actions as advised by the Local Authority
- Fixed term or permanent exclusion from the school in line with current legislation

We have a small team of specially trained staff in ELSA and Desty who support the school's work with children in need of additional support with managing their feelings and behaviour.

In addition to this we also have an pastoral champion and an external play therapist who visits Stibbard weekly.

This team will:

- Support class teachers to develop inclusive classrooms
- Provide a listening ear to staff who are finding managing behaviour challenging
- Support class teachers in developing and reviewing Inclusion Plans
- Help in minimising the risk of harm
- Carry out planned interventions based on individual profiling with individuals and small groups, e.g. developing social skills, developing emotional literacy, nurture groups
- Support colleagues if a child has reached crisis point
- Support restorative conversations and reintegration back into class after an incident

The SENDCo works with the SLT to plan, review and develop provision in response to the current need. The SENDCo will support class teachers to write comprehensive, detailed plans that will be shared with everyone who works with the child. Class teachers can maintain a class behaviour log to support planning for teaching positive behaviour, e.g. Class circles, and to help identify any child in need of additional support with managing their behaviour in school.

Positive Handling Strategies

All members of staff regularly receive Norfolk Steps 'Step On' training and Alie Otty is a Norfolk Steps 'Step On' trainer. The Norfolk Steps approach is based on the use of strategies which support a therapeutic approach to the management of behaviour. In addition, some staff throughout the school complete 'Step Up' training and this training informs the strategies and techniques used in school for managing extreme behaviour and handling children.

All members of staff are aware of the regulations regarding the use of reasonable force as set out in the DfE document 'Use of reasonable force' (July 2013).

This document states that a member of staff in school can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

At Flourish Federation, our definition of reasonable force is that any holding, handling or moving of a child must be reasonable, proportionate and necessary in order to prevent significant harm to other children or adults or in order to prevent significant disruption to learning. Any use of reasonable force must be recorded on CPOMS and alerted to the Headteacher.

Although staff do not seek affection from children we understand that sometimes children may need reassurance. If a child comes to us for a hug / physical affection we will direct the child into a 'safe hug' as pictured below using closed mittens as per Norfolk steps.



Exclusion and Suspension

We are proactive and will do all we can to enable children to succeed. However, we recognise that there are times when an exclusion may be the only option available to keep a child safe, and to ensure the education and welfare of other children or staff. Exclusion is only used as a last resort and in response to serious or persistent breaches of our Behaviour and Relationship Policy.

Behaviours that may put a child at risk of exclusion include:

- causing harm to themselves
- causing harm to others, including staff
- causing deliberate damage to property
- causing persistent disruption to the learning of others

If a child is displaying high levels of aggression or is causing persistent disruption to the learning of others, an internal exclusion may be put in place. This is where a child is educated away from their main class but remains in school. Internal exclusions are not long term solutions for children and are not always pre-planned. Parents are informed at the end of the day and internal exclusions are tracked and monitored by the SENDCo and the Headteacher. When internal exclusions are used,

the class teacher provides appropriate work for the child. During this time, some reflective and restorative work will also take place.

The school follows DfE and Norfolk County Council guidelines when managing all fixed term suspensions and permanent exclusions. If a suspension has been made following an incident, the school will work closely with parents/carers to develop plans and strategies to try and reduce the risk of future or permanent exclusion, seeking external advice when necessary.

The school will do all it can to ensure all children are able to participate fully in special events, school trips and visits. A full risk assessment will take place on a case by case basis. Parents and carers will be involved in this assessment and may be asked to attend the event or visit to provide additional support for their child. Children who are presenting behaviours which are judged to put themselves or others at too great a risk may be withdrawn from the event, trip or visit. The child would be expected to attend school and an alternative curriculum would be put in place.

Withdrawing a child from a special event, trip or visit is always based on an assessment of risk and is never used as a sanction.

Part time timetables:

Part time timetables – In the event that an inclusion plan hasn't made the required impact, a part-time timetable may be formulated in conjunction with parents/carers to enable success. This is a temporary measure in line with guidance set out by the Inclusion Team at NCC.

Bullying

At Flourish Federation we consider any type of bullying to be unacceptable. We define bullying as deliberate, hurtful behaviour that is repeated over and over again by a child who has some type of hold over another and where the child being bullied finds it difficult to defend him/herself. Our Anti-Bullying Policy should be referred to if professionals believe bullying is part of or wholly responsible for behaviour issues.

The Role of Parents and Carers

We believe a positive partnership between home and school is crucial in promoting and maintaining high standards of behaviour and learning. We work collaboratively with parents and carers and expect them to support this behaviour policy and co-operate with the school. We work hard to build a supportive dialogue between home and school and inform parents as soon as

possible if we have concerns about their child's behaviour in order to discuss the situation and work together to plan for improvement. Our Parent Support Advisor?? is available to provide additional support and guidance for parents and carers.

Other Related Policies:

- Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- Teaching & Learning Policy
- PSHE Policy
- SEN policy
- Staff code of conduct

References:

- *Attachment in the Classroom*, Heather Geddes (2006)
- *Inside I'm Hurting*, Louise Michelle Bomber (2007)
- *Getting the simple things right: Charlie Taylor's behaviour checklists*, DfE (2011)
- *Use of Reasonable Force – Advice for headteacher, staff and governing bodies*, DfE (July 2013)
- *Mental Health & behaviour in schools*, DfE (2014)
- *Classroom Behaviour*, Bill Rogers (2015)
- *Behaviour and discipline in schools – Advice for headteachers and school staff*, DfE (January 2016)
- *When the Adults Change, Everything Changes*, Paul Dix (2017)

Teacher Standards

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those

with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

TS7 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.

Restorative Storyboard

Child's Name:

Class:

Date:

<p>Draw what happened.</p>	<p>What were you feeling when it happened?</p>	<p>What were you thinking when it happened?</p>
<p>Who was affected? How do they feel?</p>	<p>What should you have done? How would you feel?</p>	<p>What needs to happen now?</p>