FLOURISH FEDERATION

Relationship 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.

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This policy will be reviewed by Flourish Federation Governing Body: **(unless earlier review is required to adhere to statutory requirements/changes in procedure)**	**Every 2 Years**
Policy Version:	**2**
Signed by the Chair of Governors:	
Signed by Executive Headteacher	

Our Values



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1. **Ethos**

"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 inline with our Federation Values.
- 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.

All pupils are expected to demonstrate our Federation Values and:

- Be respectful to others.
- Listen and follow instructions the first time.
- Be kind, honest and fair.
- Take responsibility for their actions.
- Move around school safely and sensibly.
- Try their best in all learning activities.

2. 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:

The **Executive Headteacher** will:

- Lead the implementation of this Behaviour Policy and ensure it is consistently applied.
- Create a safe and respectful school environments.
- Support staff in managing behaviour effectively.
- Ensure staff are trained and confident in positive behaviour strategies.
- Communicate with parents/careers about behaviour issues when needed.
- Monitor and evaluate behaviour data to identify patterns and act accordingly

Teachers will:

- Establish clear rules and routines within their classrooms.
- Model respectful and positive behaviour at all times.
- Use consistent behaviour strategies in line with school policy ensuring that the policy is delivered consistently and fairly.
- Promote self-reflection and intrinsic motivation in pupils.
- Apply fair consequences for poor behaviour, using restorative approaches where appropriate.
- Record incidents of poor behaviour or learning disruption on Arbor in a timely and accurate manner.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Communicate concerns with parents and seek support from senior leaders when necessary.
- Where appropriate, in liaison with the SENDCo or Deputy Headteacher, implement a Behaviour Plan ensuring the plan is consistently adhered to by all involved with the child

Support Staff (Teaching Assistants, Lunchtime Supervisors, Office Staff etc.)

Support Staff will:

- Promote and model the school's behaviour expectations at all times.
- Use consistent behaviour strategies in line with school policy ensuring that the policy is delivered consistently and fairly.
- Supervise and interact positively with pupils during learning and non-learning times (e.g., break and lunch).
- Use agreed strategies to manage low-level behaviour effectively.
- Report and record incidents of poor behaviour or disruption on Arbor
- Support inclusion by recognising individual needs and adjustments.
- Report significant concerns to the class teacher or a senior member of staff.
- Adhere to the consistent implementation of a school behaviour plan for individual pupils.

The **Senior Leadership Team** (Executive Headteacher, Executive Deputy Headteacher and Executive SENDCO) will:

- Support the consistent implementation of the Behaviour Policy across the Federation.
- Work directly with pupils who are struggling to meet behaviour expectations, offering mentoring, check-ins, and pastoral support.
- Provide early intervention for pupils at risk of persistent poor behaviour or low attendance.
- Liaise with class teachers, support staff to monitor identified pupils.

- Support restorative conversations and behaviour reflections with pupils as required.
- Write detailed behaviour plans for individual pupils with the class teacher, where needed, share them with all relevant stakeholders (e.g. class teachers, support staff, parents), and monitor their implementation and impact.
- Monitor behaviour data on Arbor, helping to identify patterns and support targeted intervention.
- Communicate regularly with families to promote strong attendance and address any concerns.
- Work with external agencies (where appropriate) to support pupils with complex needs

Pupils will:

- Follow school rules and classroom expectations.
- Show respect to all adults and other pupils.
- Take responsibility for their behaviour.
- Report any concerns such as bullying to a trusted adult.
- Make positive behaviour choices every day because it is the right thing to do

Parents and Careers will:

- Support the school's Behaviour Policy and values working in partnership with the school.
- Encourage respectful and responsible behaviour at home and at school.
- Communicate openly with the school about any issues that may affect their child's behaviour.
- Attend meetings if concerns about behaviour arise.
- Work with the school to support any agreed behaviour plans or interventions.

3. What this looks like in the classroom.

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:

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 outdoor learning. 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, when needed. These might be included in an individual child's social story. 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 re-taught when necessary to the children by all adults, e.g. coming into Collective Worship, coming in from playtime, going into the dining hall.

Clear expectations of staff:

- Teacher's will be punctual to meet their class at the end of break and lunch.
- All staff in charge of a group or class will be ready to meet and greet all children in their classrooms at the start of the day and after transitions.
- The language we use in all our interactions shines a light on the best of what we see and hear

At Flourish Federation we have adopted a **Positive and Reminders 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 where possible)**
- Flourish Values - Ready to learn - Positive contributions	- Not following instructions - Inappropriate language - Disrupting learning - Unsafe behaviour
Individual dojo points Green counters for older children	1. First reminder 2. Second reminder 3. Time in (10 mins) Re-sets after each teaching session

	If repeated, it becomes damage from disruption and will be escalated to a member of the SLT

- Do-Jo points / Green Counters 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 greatness.
- 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 negative behaviours are shown.
- Staff will reinforce positive 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 reinforce 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.

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 these 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.

More serious Behaviour

Where a pupil's behaviour is seriously disruptive or presents an immediate concern, the following procedures will be followed:

- The pupil will be sent to the Headteacher or, in their absence, a Senior Leader.
- If classroom strategies have been exhausted or the behaviour is extreme, the pupil may be removed from the classroom. A senior leader will determine the length of removal and any appropriate sanctions, including time in at lunchtime, completing work in the SLT office.
- Parents will be informed on the same day, wherever possible, and may be invited to discuss the incident.

If initial interventions are not effective, or behaviour becomes significantly disruptive or unsafe, the following steps may be taken:

- The Headteacher will review whether a suspension is appropriate

Consequences for Inappropriate Behaviour

- Clear, stepped consequences (e.g., reminders, time out).
- Restorative conversations to repair harm.
- Communication with parents if patterns of behaviour emerge.
- Fixed-term exclusions only in serious cases, as a last resort, in line with government guidance

Recording behaviour

- Arbor (School MIS) is used to record all negative behaviours which have resulted in a child being given 2 reminders or have behaved in the manner listed in appendix 2. Notifications are automatically sent to significant adults e.g. class teacher, deputy headteacher, to ensure that all relevant staff are aware of a child's negative behaviour. Notifications are monitored closely by both the head teacher and Senior Leadership Team and are presented to the Trust termly as part of the Academy Improvement Review (AIR) meetings. Behaviours are recorded on a severity scale (-1 to -5) which are used consistently across all DNEAT Trust schools.

Behaviours listed as -1 to -3 are monitored closely and sanctions are issued by the class teacher. -4 and -5 behaviours are dealt with by a member of the Senior Leadership Team. These behaviours usually involve communication with the child's parents and the possible implementation of a behaviour plan

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.

4. 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, along with the teaching team, record the particular strategies put in place to support particular children on a positive behaviour management plans 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 risk calculator is completed and a positive behaviour management plans 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. The child will also be raised at the Team Around the School (TAS) meeting which takes place termly.

Positive behaviour management plans

The positive behaviour management plan is written by the class teacher, in consultation with the SENDCo, if required, TA and the parents/carers of the child. The aim of a positive behaviour management plans 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 Local Authority, e.g. Inclusion team, SEMH support and TAS (Team around the School)
- 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 who support the school's work with children in need of additional support with managing their feelings and behaviour.

This SENDCo and Steps lead 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
- Plan 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 every-one who works with the child. Class teachers can access their classes 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.

5. Positive Handling Strategies

As a Federation, all staff are 'Step On' trained and some staff are 'Step Up' trained. Mrs Jeary and Mrs Boggis are the Steps Lead Professionals at Flourish Federation and are responsible for the correct use of Steps procedures. They ensure training is up to date and techniques are being used appropriately to effectively support the behaviour of all children at Flourish.

Step On is an approach that we use consistently throughout the school to promote positive behaviour strategies. This consistent approach allows us to de-escalate behaviour situations through positive reinforcement. Behaviour analysis and tracking takes place to ensure specific behaviour needs are dealt with effectively.

Within this approach, physical intervention may be used to keep children safe. This is in line with our safeguarding policy and procedures. If an incident occurs where physical intervention is required, staff will act using the appropriate technique. If regular physical intervention is necessary, a behaviour support plan will be put in place and shared with the relevant parents or careers.

Step Up is an approach used when behaviour escalates from what can be managed using the Step On approach. Step Up focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks.

Step Up procedures will only be used when absolutely necessary and will always be communicated with the relevant parents or careers. (Inline with the Restrictive Intervention Policy) Following the use of Step Up intervention, the incident will be reported and recorded appropriately. A debrief of the situation will be done by one of the Steps Lead Professionals with the child and adults involved.

As a Federation, we do not operate a 'no contact' policy. There is a real risk that such policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. The use of reasonable force is always a last resort for staff. It is unlikely that this will be required at Flourish but we follow the relevant Norfolk Steps guidance and legislation.

All Norfolk Steps restraints are used in the best interests of the child and are reasonable, proportionate and necessary to reduce harm. Norfolk Steps techniques seek to avoid injury to the CYP; however, it is possible that accidental and non-intentional bruising or scratching can occur as an unfortunate out come when trying to maintain safety. Such outcomes are not necessarily an indicator of misappropriation of the technique. Full evaluation and review of such outcomes will be undertaken by personnel from the senior leadership team.

6. 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 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. They also may not be appropriate for the pupil. 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 DNEAT 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.

7. 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.

8. Other Related Policies:

- Anti-Bullying Policy
- Restrictive Interventions 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:**

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

Appendix 2

Level	Severity
Level 5 - All level 5 incidents marked S for safeguarding, internal suspensions, suspensions and permanent exclusions must have a corresponding investigation within the safeguarding system.	- 5
Discriminatory language / behaviour: ableist (S)	
Discriminatory language / behaviour: homophobic (S)	
Discriminatory language / behaviour: racist (S)	
Discriminatory language / behaviour: religious (S)	
Discriminatory language / behaviour: sexist (S)	
Discriminatory language / behaviour: social, emotional and mental health (SEMH) (S)	
Sustained verbal abuse / bullying (not online) (S)	
Sustained online verbal abuse / bullying (S)	
Child on child abuse (S)	
Attempting / leaving the school grounds without permission (S)	
Severe damage to school property (S)	
Spitting with intent	
Possession of a weapon or illicit object / banned item (S)	
Stealing	
Use of aggressive / violent behaviour with intent to cause deliberate injury (S)	
Physical assault on a pupil (S)	
Physical assault on a member of staff / volunteer (S)	
Harmful sexual behaviours (including sexual harassment / violence) (S)	
Drugs / alcohol / harmful substances (S)	
Level 5 other (S)	

Level 4	- 4
Persistent defiance	
Ongoing disrespect to adults / peers	
Inappropriate language or gestures (including swearing)	
Threatening behaviour towards peers	
Throwing equipment / objects (e.g. chairs, scissors)	
Level 4 other	

Level 3	- 3
Persistent disruption of teaching and learning	
Use of mobile phone / smart watch on school site	
Potential bullying behaviours (not online)	
Potential online bullying behaviours	
Physical assault (e.g. pushing, rough play)	
Level 3 other	

Level 2	- 2
Repeated refusal to work / follow instructions	
Dishonesty	
Name calling	
Minor physical assault (e.g. poking, pulling hair)	
Level 2 other	

Level 1	- 1
Lack of attention	
Failure to follow instructions	
Low level disruption to learning (e.g. calling out)	
Disrespecting resources	
Level 1 other	