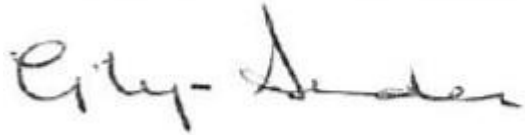


Peel Common Primary School and Nursery Relational Behaviour Policy and Practice

Date written	March 2025
Review date	March 2026
Chair of Governors signature	

At Peel Common Primary School and Nursery, we believe that all children have the right to learn and adults have the right to teach.

At Peel Common Primary school and Nursery, we believe that if our children are independent, show resilience, persevere, work as teams and are enthusiastic and positive about themselves and their learning then they will guarantee their success both academically and personally as they move on through life. We believe that a safe, secure and mutually respectful environment will enable these learning behaviours to develop.

We believe that:

- All adults have the right to teach and all children have the right to learn.
- There should be a positive ethos where children will respect each other and feel safe within school.
- Children need to develop an understanding of what good behaviour looks like, be encouraged to be self-regulating and accept responsibility for their actions.
- All adults in school have a responsibility to model appropriate behaviour.
- Negative behaviours will be addressed by all staff.
- Good role models and positive behaviour should be recognised and praised.

Aim of the policy.

- To create a culture of good behaviour: for learning, for community and for life.
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To help children take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.

Our aims are achieved when:

- We create a positive school culture and climate which is consistent, safe and caring, that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, children and their parents/carers.
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, children can be helped to behave in socially acceptable/appropriate ways.
- Staff understand that relationships are key and that there is 'connection before correction'.
- Staff use PACE and restorative approaches in their interactions with children taking a non-judgemental, curious and empathetic attitude towards behaviour, rather than the behaviour itself. Children who display distressed or dysregulated behaviours need to be regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability.

- Staff have high expectations and maintain boundaries at all times to ensure children’s needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectation, routines or structures. In order to help our children feel safe, their educational environment needs to be high in terms of nurture and structure. Our children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring school environment.

Our policy is based on 3 key strategies:

- **Consistent, calm adult behaviour**
- **Routines that are relentlessly the same**
- **Restorative practices**

Expectations of Adults.

Consistent adult behaviour will lead to children consistently conforming to our expectations.

We expect every adult to:

- Meet and greet at the door.
- Refer to “Kind hands, Kind voices, Kind feet” posters
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all children.
- Use the zone boards to recognise the positive learning behaviours throughout the day.
- Be calm and allow children “take up time”, respond calmly to help children become calm.
- Follow up every time – engage in reflective dialogue with children.
- Never ignore or walk past children who are showing signs of dysregulation.
- Help children to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Support children to calm and regulate both within and outside the classroom depending on the available space.
- Use calm, well regulated tones and respectful language appropriate to the needs of the child.
- Manage the transitions so classrooms, shared areas and corridors feel like safe places.
- Provide routine in every lesson, in every classroom so children know what happens next.
- Provide activities at breaktime and in assembly time to manage behaviours.
- Remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Empathise.

Praise, positive reinforcement and reward.

As a school, we recognise that encouragement, praise and positive reinforcement teaches children that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. The staff at Peel Common Primary school and Nursery recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger more public reward. It is the key to developing positive relationships, including with those children who are the hardest to reach.

Positive reinforcement may take the form of different approaches across the school:

Label the praise – “I like how you put those blocks away gently” or “ I like the way you stuck at it even though it was tricky” or “ I like the effort you put in to choose the right word for that sentence”

Positive rewards include:

Positive notes and texts home

You are a star rewards agreed in class

Stickers

House points

Class Dojo points

Celebration assembly certificates

In class marble jar half termly rewards

You are a star pencils when 5 are collected

Managing behaviour

Engagement with learning is always our primary aim at Peel Common Primary school and Nursery. For the vast majority of our children, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave the classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour which you want to see and allow children the opportunity to take up the offer of a quiet time to help them self regulate. Using strategies such as colour monsters or the zones of regulation to help children to talk about and recognise their emotions. Some classes have a calm area such as a couch to provide a safe space for children to go to if they need a moment or to share that they need a conversation with an adult.

Sanctions are used at Peel Common Primary school and Nursery to manage and modify poor behaviour. It is hoped that step 1 and 2 are enough to encourage children to modify their behaviour.

Behaviours may include – distracting others, making inappropriate choices or comments, shouting out or over other children, treating equipment with no respect, not keeping their hands and feet to themselves.

Steps	Actions
1. Reminder and redirection	<p>Gentle reminder, 'nudge ' in the right direction. Reminder of expectations, de-escalate. Praise given when child demonstrates that they are back on track.</p> <p>PACE may be used here.</p>
2. Warning	<p>Clear verbal warning given making the child aware of their behaviour and clearly outlining the consequences if they continue. Always use the child's name so you have their attention</p> <p>"Jimmy, stop, think _____ and make the right choice"</p> <p>"Think carefully about what you do next Jimmy _____"</p> <p>PACE may be used here</p>
3. Restorative conversation – miss 5 mins of play or lunch or activity as relevant.	<p>Use:</p> <p>"Help me understand"</p> <p>"I'm sorry you felt that was the only option you had at the time. I wonder what the next option could be?"</p> <p>"I have noticed that you are, is it because you are unsure what to do?"</p> <p>"What if?"</p> <p>"Show me what (what word the child says) feels like in your body...."</p> <p>"I'm wondering what words are helpful"</p> <p>"Help me understand how you are feeling so I can get it right in my head."</p> <p>"Do you remember last week when you ... (refer to previous positive behaviour)</p> <p>Remind what will happen if the child continues to demonstrate these behaviours.</p>
4. Miss play or period of lunch and have a repair/restorative conversation	<p>Use the following script:</p> <p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have you thought about your actions since?</p> <p>How did this make people feel?</p>

	<p>What should we do to put things right?</p> <p>How can we do things differently in the future?</p>
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Consequences.

We must be consistent in our application of the rules, rewards and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing for children and undermines the staff and other children’s confidence in our system. All incidents must be recorded on CPOMS as ABCC and detailing what restorative steps were used.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences. We recognise that a “one size fits all model” is not appropriate for our children.

Steps could include:

- Contact made with parents/carers to share the behaviour and identify any possible causes of difficulties for example a change in circumstances at home.
- Alternative approaches could be discussed with the child to look at ways in which behaviour could be supported next time.
- IBMPs updated with approaches to support regulation.
- Work may be sent home if the behaviour involved learning time being missed.
- If a child continues to struggle, a meeting between parent/carer, child and SENCO and Class teacher may be held to look at ways that home and school can work together to support the child.

Expectations on School Visits and Out of school activities.

Expectations for behaviour on school visits remain as those for in school. At all stages of planning and preparation for an off site visit, a risk assessment will be carried out and to ensure that children with complex needs are still able to take part in the trip, parents/carers may be asked to attend to support their child.

Procedures for damage to property.

Restorative approaches offer a positive solution where property has been damaged. This enables the child to make amends for the damage in a positive way that encourages them to feel a sense of belonging to the school as a physical community that is there for their benefit. Where possible – a natural reparation should be used – clean the graffiti off the door, clean up the mess. If the damage to property persists, the child will be expected to contribute to the cost of the damage. Decisions will be made on an individual basis.

Serious incidents.

Depending on the age of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour must be referred immediately to the Head or a member of SLT. Such incidents could include:

- Fighting
- All forms of bullying
- Racist, homophobic or sexist comments
- Inappropriate name calling
- Using offensive or abusive language
- Physically striking adults.

These incidents should be recorded on CPOMS using ABCC and the appropriate documents such as the racist language forms completed following an investigation. The forms are kept in the Headteacher's office.

Exclusions.

Suspensions.

Peel Common Primary school and Nursery believe that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's relational behaviour policy and if the child remaining in school would seriously harm the education or welfare of the child or others in school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the child to complete at home. Following a fixed term suspension, the pupil and parents will meet the Headteacher to discuss the pupil's reintegration into school and the best way to support the child moving forward. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent exclusion.

The Governors and staff of Peel Common Primary school and Nursery believe that permanent exclusion should be the last resort and only after all reasonable steps to avoid it have been taken. Permanent exclusion should only take place when risk assessments indicate that to allow the child to remain at the school would be seriously detrimental to the education and welfare of the pupil concerned and to other children in the school.

Reasonable force.

Staff only intervene physically to restrain children in order to prevent injury to a child or if a child is in danger of hurting him/herself or others. Should this occasion arise, children and staff will be given time to reflect and find a different way to deal with the situation in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents/carers are informed.

Appendix 1.

Dan Hughes PACE approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Examples of PACE used with children: Pupil in heightened state of anxiety, attempting to climb the perimeter railings and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation.

"Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms!"

Use of challenge: "Oh my goodness, I bet you are not in your seat by the time I open my eyes (close eyes) 1 ... 2 ... 3 ... Wow! How did you get there so quickly?"

- "Can you walk with me like a spider / giraffe / lion, come on, see if you can do it with me!"

Movement - "How about a quick game of basketball? I need something to relax me a bit. I wonder if that would help you too?"

Acceptance - the pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

"This feels really unfair to you, doesn't it?"

"That's really tricky, isn't it?"

"I am here for you no matter what words you need to say, I will still be here for you"

Curiosity- Enquire and check what the young person's emotional experience is.

"I wonder if you're feeling in the red zone because of what X just said?"

"Help me understand ..."

"I wonder what would be helpful?"

"I noticed You begin to show I'm wondering if that's your way of letting me know ..."

Empathy - Show that you understand that how difficult they are finding things.

"I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

"Wow. Things feel really tough right now!"

"I'm so sorry you feel ... "

"If I've got you right, you Thank you for helping me understand".

Appendix 2.

Scripts to support use of the learning behaviour zone boards.

Zone boards are displayed clearly in classrooms:



Three boxes to be displayed in all classroom. All children start on Ready to learn each day, each child has a small avatar which could be a tree or a leaf or anything with their name or face on it.

Before starting the process, classes need to decide what makes them, Ready to learn, Excellent effort or You are a star. The ideas are collected by the class teacher and displayed next to the boards for ease of any adult in the class being able to explain a child why they have been moved up.

Once up, every child starts each day on Ready to learn. It is important that adults drive the movements on the board – catch ‘em when they are good!!

There is no downward movement – children can stay all day on Ready to Learn as this is a positive place to be.

Positive language to be used by all adults – thanking children for showing good manners, telling children what you like about their behaviour, modelling good language and behaviour yourself.

Key behaviours can be responded to in the following ways:

Resilience I like the way that you made the right choice then,

I can see that was tricky for you but you carried on trying.

Perseverance – I like the way you stuck at it even though it was tough,

Respect – thank you for using that pencil carefully,

thank you for looking after the PE equipment today,

thank you for holding the door open for me/your friend/our visitor.

Well done for picking up the coats and hanging them up to keep the area safe for everyone.

Focus – thank you for talking so politely to me and to your friends,

I can see that although it was a bit noisy on your table, you were able to stay focussed on your learning.

Caring – well done for bringing your friend in after they hurt themselves,

Thank you for getting your friend's coat for her, that was kind.