



Challenge, Equality & Opportunity

Behaviour and Relationships Policy 2024-25

Principles

- Positive, authentic and caring relationships built on trust and clarity will lead to the best possible school ethos, behaviour and learning.
- Everyone in the school family must feel valued and respected.
- Learning opportunities are maximised when behaviour meets expectations and there are no, or very few, disruptions in lessons.
- The school expects every member of the school community to behave in a considerate way towards others.
- We are committed to using positive language when talking to children.
- Children need to understand, at an age appropriate level, the consequences and impact of their choices on themselves and others.
- As a No Outsiders School, we follow Equal Opportunities practice and treat all children, adults and every member of the school family equally.
- We recognise and understand the difference between equality and equity, and respond to need, as is our duty.
- We recognise that engagement in the school curriculum is essential to securing the best possible behaviour from individuals and groups of pupils in school.

The Golden Rules

What are the Rules and how do we reinforce them?



- The Golden Rules are introduced in Reception and reinforced throughout all year groups so that all children know, understand and value the rules.
- The Golden Rules are on display in the hall and in every classroom.
- Assemblies, stories, PSHE, Circle Time and on-going dialogue between staff and pupils reinforce the meaning and importance of the rules.
- We expect all children and members of the school community to follow the rules.
- We use positive language and highlight/draw attention to positive behaviour. We recognise that rewards and praise given to other children strategically can support improvements in their own and others' behaviour (proximal praise).
- We look to 'catch children in' and give them opportunities to make the right choices.
- We celebrate successes for everyone from the smallest of steps to bigger improvements and consistent good behaviour.
- Members of staff verbally acknowledge positive behaviour by referring to the rules and our expectations.
- High standards of achievement (behaviour and academic) are rewarded in weekly 'Achievers' Assemblies' where members of each class are given a certificate, are named and pictures displayed on the board outside the Medical Room (on the way to the yard).

- Children are often sent to share examples of positive and improved behaviour with the headteacher or other members of staff.
- Classes have whole class rewards, these differ according to age and preference of children and staff.
- We involve parents and carers through discussion (phone calls, discussion at home time or arranged meetings) where we have concerns.
- Each class may have an agreed reward system, these differ according to the needs of specific classes and the age of the children. Dojo points are used from R - Y4. Dojo Certificates are awarded in Class.
- Children read body language more effectively than adults – we stay calm and only shout if it is to raise the alarm to avoid danger.
- Each day, children are greeted with eye contact and a verbal welcome.
- Teachers and staff make time to listen to children and to each other.
- All language used in discussions is safe and supportive.
- Staff accept that it is unreasonable and unacceptable to 'lose their temper' or act in a way which could be interpreted as aggressive or threatening towards any other people in school - adults and children.
- Each class has a listening system (including, for example, a feelings box or designated time to talk).
- Staff closely supervise, model and structure safe play outside for children who need support to play safely.
- Staff talk to the SENCO where there are concerns.
- We use the Zones of Regulation to help children to understand their feelings, to manage their responses and support each other.

Zones of Regulation

What are the zones and how do we use them?

At Havannah First School, we recognise the importance of promoting positive mental health and emotional wellbeing to our children and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our pupils to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing. Children will be exposed to the Zones throughout school and taught strategies to help them regulate their emotions and return to the Green Zone – the optimum zone for learning.

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' - blue, green, yellow and red.




Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The ZONES of Regulation™

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

What we don't do:

- Resort to negative language - *because we want to give children a way out that they can see and we want them to feel hope that they can 'turn it around'.*
- Try to intimidate or make children afraid - *because that demonstrates that we think bullying wins.*
- Use visual charts and displays where children are moved from one place to another depending on their behaviour – *because we don't want to reinforce difficulties for children who find self-regulation and positive self-esteem challenging.*
- Shout - *because it escalates our own stress, the message is lost in the noise and this also demonstrates that we think intimidation or bullying works.*
- Ask children 'how many times have I told you...?' - *because that is irrelevant and unlikely to lead to a good outcome.*
- Ask children 'why' they have behaved in a particular manner - *because they don't know or can't express this and it is likely to lead to more confusion and frustration, especially for children with SEN or difficulties with self-regulation. Although we can say 'what happened to make you feel so cross?' or 'did you think that was OK?'*
- Use sarcasm - *because they are unlikely to understand and it is belittling.*

What do we do when things go wrong and our strategies aren't working?

Sanctions are applied when staff have to quickly manage behaviour in order to keep children safe or move on in lessons.

These are:

Classroom

When children do not follow instructions and cause low level disruption in class, we will verbally warn the child to make better choices and might move their physical position in class. For repeated disruptions, children can be sent to another class or a member of the SLT. Children will never be sent out of class on their own as this could escalate into a safeguarding issue. Children will be returned to classes after an agreed amount of time or when the supervising adult feels that they are ready. Children might have to finish activities in playtimes but this will only ever be for a few minutes so that they can still have time to go outside and play before the next lesson.

Outdoors

When outside, children could be asked to take time out and wait in an allocated safe area until a member of staff can talk to them and help them to rejoin their peers in safe play. For repeated unsafe incidents, children can be brought in to a member of the SLT and asked to wait, supervised, inside until the end of play. If children on the MUGA repeatedly make unsafe choices or cannot remain calm when playing (eg football), they will be sent off the MUGA.

All sanctions are proportionate to individual children's needs. If they are not supporting children to manage their behaviour and make positive changes, we find other strategies.

Children apologise to other children if they have hurt or upset them. If possible, children show that they are sorry by then being kind to any children who have been hurt or upset. Apologising is seen as a way for

children to take responsibility and understand the impact of their actions and so should be a restorative conversation facilitated by staff rather than just saying sorry.

Members of staff only intervene physically to restrain children in order to prevent injury to another child or adult or if a child is in danger of hurting him/herself (*See the Positive Handling Policy*).

Parents are informed of all behaviour which is potentially dangerous, repeated or causes concern.

All incidents of behaviour which are potentially dangerous or cause concern are recorded on CPOMS.

FIXED TERM AND PERMANENT EXCLUSIONS

Only the Headteacher (or acting headteacher) has the power to exclude a pupil from school. The Head may exclude a pupil for one or more fixed periods, for up to 45 days in one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed term exclusion to a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil the parents are informed immediately and given reasons for the exclusion. The headteacher makes it clear to parents that if they are not in agreement with the exclusion they may appeal to the governing body.

In deciding to implement a fixed-term or permanent exclusion, the School and the governing body act strictly in accordance with DfE Regulations and LA Policy.

See Exclusion Policy

ROLES AND RESPONSIBILITIES

All Staff

1. All staff should make themselves aware of the contents of this policy and follow it.
2. Staff have high expectations of the children, and they strive to ensure that all children behave in accordance with the Golden Rules.
3. All staff are excellent role models to the children.
4. All staff treat all children equally and consistently. All staff are aware of the difference between equality and equity and know that equality does not mean the same amount of time, rewards, sanctions or praise. Our approach is differentiated and according to need, especially with children with SEN and difficulties with self-regulation.
5. All staff should seek advice/support from senior members of staff or the Governing Body, as appropriate.
6. All staff report any incidents of dangerous or concerning behaviour to the Headteacher or the Deputy Headteacher in person and on CPOMS.
7. All teachers report contact with parents and carers regarding behaviour on CPOMS.
8. All staff report to the DSL and record on CPOMS any safeguarding concerns.

The Role of Class Teachers

1. It is the responsibility of class teachers to ensure that all children follow the Golden Rules and that all children behave appropriately.
2. Class teachers actively promote the Golden Rules and positive behaviour through eg PSHE teaching, Jigsaw lessons, Circle Time and the daily life of each class.
3. Class Teachers seek support from the SENCO, the DHT and HT, as appropriate, when they have concerns about children in their classes. The SENCO is informed as soon as possible when teachers have concerns which may result in the child requiring additional support.
4. Class teachers liaise with external agencies, as necessary, to support and guide the progress of each child.
5. Class teachers follow the advice of professionals and put advised strategies into place.
6. Class teachers consult parents when there are concerns about the behaviour of children.
7. Class teachers ensure that there is an effective handover of information regarding children's behaviour and needs to the next class teacher, either at HFS or at the next chosen school (before transition). Prior to children starting new classes and as part of the transition process, class teachers check CPOMS to read historical incidents.
8. Class teachers keep other appropriate staff (HT, DHT, TAs, midday staff, visiting staff etc) informed regarding children who are receiving extra support as well as seeking feedback from such staff after playtimes etc.
9. Class teachers keep a record of serious or repeated breaches of the Golden Rules for children in their class (on CPOMS) and share this information with the Headteacher by always alerting her at the time of recording an incident.

The Role of the Headteacher

1. It is the responsibility of the Headteacher to oversee and support the implementation of the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
2. The HT must ensure that the implementation of this policy and our practice meets the needs of all children as fully as possible and does not discriminate against any groups or individuals.
3. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in following the policy.
4. The Headteacher reads all incidents on CPOMS and follows up with any appropriate actions.
5. The Headteacher has the responsibility for giving fixed term exclusions to individual children for acts of very dangerous or threatening behaviour. The Headteacher may permanently exclude a child after consultation with the Governing Body (see Exclusions Policy).

The Role of Parents and Carers

1. The school works collaboratively with parents and carers and expects that children will receive consistent messages about how to behave at school and at home and will work with us towards improvements.
2. Parents and carers can access services which are sign posted by school and partner agencies when additional support is suggested.
3. Parents and carers are aware of their responsibility to keep school informed regarding any factors which could affect children's behaviour (eg changes to living arrangements, bereavements, illness etc).
4. We publish key policies on the School Website and we expect parents and carers to read these and to support the School's policies and guidelines for behaviour.
5. If parents and carers have any concerns they should initially discuss these with the school. If the matter remains unresolved they can follow the school complaints procedure.

The role of governors

1. The governing body has the responsibility of establishing a statement of principles and reviewing the effectiveness of this policy alongside the HT.
2. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
3. The Governors will follow the Exclusions Policy when supporting the school with all matters which relate to fixed and permanent exclusions.

MONITORING

- The Headteacher and Deputy Headteacher monitor the effectiveness of this policy regularly.
- The Headteacher also reports to the governing body on the effectiveness of this policy and if necessary makes recommendations for further improvements.
- The school keeps a record of incidents on CPOMS and this is monitored incident by incident as well as being reviewed each term.
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently and in accordance with DfE and LA Guidance.

REVIEW

The governing body and senior school management review this policy every two years and will make necessary changes in accordance with new regulations or recommendations.

Last reviewed February 2017, September 2020, September 2021 (Covid review) September 2022,
September 2023 September 24
Next review September 25