

# Baden Powell Primary School



## Relationships & Wellbeing Policy

*Be safe*

*Show respect*

*Be the best you can be*

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## **1. Background**

The purpose of this policy is to ensure that pupils at Baden Powell Primary School are given every opportunity to behave well and build, maintain and repair relationships, by providing clear guidance to all pupils, staff, parents, governors and visitors.

## **2. Aims**

- To develop an expectations framework within which pupils can mature emotionally and develop well rounded relationships.
- To enable pupils to develop a sense of self worth, respect and tolerance for others.
- To provide an environment in which children feel safe, secure and respected.
- To encourage pupils to be tolerant and accepting of physical, cultural, racial, and religious differences.

## **3. Objectives:**

For pupils to show

- Self confidence & control
- Respect, courtesy and empathy towards others & their environment
- Pride in their achievements
- Interest in their activities

## **4. Expectations**

We expect everyone to:

- show kindness and care at all times
- show respect for others; be polite, considerate, tolerant and understanding
- look after our property and resources
- make choices, learn from them and be responsible for their actions

We expect pupils to:

- keep themselves and others safe
- speak to each other and to adults with respect
- come to school every day, on time, in school uniform and ready to learn

We expect staff to:

- model and teach the expected behaviours
- speak calmly to pupils at all times
- speak to each other, pupils, parents and visitors with respect
- provide high quality learning in an environment which is engaging, supportive and stimulating

We expect parents to:

- speak to children, other parents, staff and visitors with respect
- send their children to school prepared for the day
- send their children to school every day, in uniform and on time
- understand and fully support our behaviour policy

## **5.School Rules**

All pupils are expected to follow the school rules and are reminded of these regularly by staff. The school rules are:

- **Be safe**
- **Show respect**
- **Be the best you can be**

## **6.Encouraging Positive Behaviour**

Everyone at Baden Powell Primary School needs to:

- Use Restorative Approaches to rectify an issue
- ensure that all children are recognised and praised
- explain and demonstrate the behaviour we wish to see
- encourage children to be responsible for their own behaviour
- let parents/carers know about their children's behaviour
- reward individual pupils, groups and classes for behaving well.

## **7.Rewards and Responsibilities.**

Pupils should be rewarded for good behaviour, good attendance, being punctual, politeness, showing kindness, understanding and for being co-operative.

Rewarding pupils begins with praise, giving positive feedback, so that pupils have an understanding of what they did well and how it can be improved. Giving children responsibilities is also a way of rewarding them, as well as aiding the development of a caring attitude towards the school and giving pupils a feeling of belonging. Rewards are also given in the form of Class Dojo points and individual rewards given.

## **8.Celebrations**

A Very Important Pupil (VIP) is chosen from each class weekly; they are given privileges for the week to include wearing non-uniform, line leader, class messenger, special chair or similar.

## **9.Playground Behaviour**

Pupils are encouraged to use the school rules when on the yard. Two adults supervise each of the playgrounds, with additional staff available to give First Aid if required. For those pupils who experience behavioural difficulties on the playground, it is the class teacher's

responsibility to ensure that they are appropriately supervised and encouraged to repair relationships when needed. If further help is needed, a member of the Leadership Team should be called for.

### **10. Wet Playtimes and lunchtimes**

On wet or extreme weather days, classes will be allowed to stay in the classrooms. Teachers should expect their classes to behave properly, finding suitable indoor activities. Duty staff will monitor the classrooms.

The midday supervisors organise the pupils during the lunch break. The children are expected to line up sensibly, enter and queue quietly for their meals. The school rules apply at lunchtime to ensure that behaviour is good. Pupils can talk at a reasonable level. Pupils are encouraged to be polite and respectful to midday supervisors and to the kitchen staff.

### **11. Individual Approaches to Positive Behaviour Management**

Even though a great deal may be achieved at the whole school and classroom levels in terms of preventing and responding effectively to disruptive behaviour, there will still be a number of children who give cause for concern and who may need more specifically focused, individually based programmes of behaviour management.

With the support of colleagues and/or support services, such as the Educational Psychologist, the teacher will systematically be able to draw up, implement and monitor Individual Plans. Before such programmes are embarked upon, there are two issues to be considered:

1. The need to begin with low-key interventions, which can be made part of the normal school routine, e.g. clarifying to the child exactly what she/he has to do, separating disruptive pupils.
2. The need to give programmes time to take effect - things may get worse before they get better!

Behaviour charts allow for recording of the desired behaviour in visual form. It reinforces the effective use of both rewards and consequences, and is often found to be the key element in inducing behaviour change. They also demonstrate to children that they can gain attention as a result of appropriate behaviour.

Charts should, therefore, be appropriate to the age level of the child, for example - smiley faces for younger children, and more sophisticated pathways/pictures for older children. Charts can be introduced as part of the class system of rules and rewards and they may help the children to learn that rewards do not come as of right but rather that they have to be earned.

#### **Charts can:**

1. Be used on a daily or weekly basis.
2. Reflect the current class topic/the interest of that particular child.
3. Be used as a means of highlighting the school rules

Individual Plans involve the writing of an agreement between two or more people which specifies what is expected of the pupil and what it is that the teacher will do to help the child succeed. The use of Individual Plans actively encourages the pupil to take responsibility for their own behaviour, in the knowledge that they will receive support from the adults involved in the programme.

For maximum effect, contracts should include the following:

- clear, fair, realistic and specific targets.
- clearly specified rewards and consequences.
- well defined monitoring arrangements, including details of completion date.
- the signatures of all those involved in negotiating the contract

## **12. Reminders**

If the child demonstrates unacceptable behaviour they will be reminded that they need to start making the right choices in terms of their behaviour. Some children will need to be given a choice. Staff will use the phrase "I like you but I don't like the behaviour you are choosing".

Sometimes children will engage in negative behaviour to get attention. It is sometimes good to ignore this or use distraction techniques, and to give lots of praise when the wanted behaviour is shown. Try and remind children what they should be doing using positive rather than negative language e.g. 'remember to walk', 'we share nicely in this class'

When conflict occurs, we expect those involved to find solutions to move forward and repair the relationship where possible. By having a common restorative approach to resolving conflict, we can achieve this in a fair and inclusive way with all affected. Our aim is to enable children to learn from these experiences. This may lead to time out to reflect on their behaviour for a short period of time 3 - 5 minutes.

## **13. Challenging Behaviours**

The restorative approach uses the lowest level and simplest response at the earliest opportunity for all affected by the issue/s

### **STAGE 1 - Clear Communication (Verbal warning/move seats)**

We expect staff to use clear communication. This avoids unnecessary confrontation and supports children's growing vocabulary for their own needs and emotions. To this end emotion coaching and 'I messages' are used through the school. Emotion coaching refers to the process of acknowledging and labelling children's emotions. 'I messages' refer to an assertion about feelings of the speaker without putting the listener on the defensive. For example,

- 'When I heard .....I felt .....
- When I see .....I feel disappointed that....
- This is affecting me (and maybe others) in this way.....
- I need you to...

## **STAGE 2 – Restorative Conversation (Time out in another class)**

- Informal chat using the Restorative Questions
  - Could take place in the classroom or corridor, dining hall or playground at any time.
  - Individual member of staff takes initiative and leads process.
  - Low level pupil issues can be referred to the peer mediators for a restorative one to one meeting, or conference between pupils. The same practice and recording and supervision standards apply for pupil led meetings as with adults, with clear safeguarding processes and staff oversight.
  - With our younger children we encourage them to think about how another child might be feeling ('look at their face, how do you think they might be feeling'...'what can we do to make the situation better' (say sorry, find upset child a tissue or favourite toy).
- Our aim is to support children to learn through the situation.

## **STAGE 3 – Formal Meeting (Time out in Phase)**

- If negative behaviours continue, a child/children and member of staff meet for a more formal conversation about the incident. This always needs to be carried out in an age appropriate way and when children are ready for this approach
- Pupil may given a copy of the Restorative Questions and allowed time and space to think and prepare if needed.
- Children are encouraged to talk about what needs to happen to move the situation forward and may suggest their own consequences

## **STAGE 4 – Formal Conference (Time out SLT)**

- A formal meeting may be required to deal with more serious incidents, and ideally should be facilitated by a member of staff that is not involved. This meeting may be carried out by a member of the senior leadership team or another member of staff but senior staff and/or parents/carers should be informed.
- The restorative questions are asked of each party.
- There must be an outcome agreement. Where agreed next steps are decided upon.

## **STAGE 5 – Restorative Space/Exclusion (Time out DHT/HT)**

- Where other stages have not been effective, or when there a concern about safety, a pupil may be sent to the Headteacher's office
- There will be a restorative conversation or meeting. There may be a re-integration meeting with the member of staff involved, and a written and signed Outcome Agreement/record produced that is shared with all affected for tracking outcomes delivery and change.
- On occasion a child may receive an internal exclusion for a part or all of the school day and be asked to spend time in another classroom following an incident (this is not the same as younger children being given time to calm down in another class). If this is the case parents will be informed. There should, if appropriate, be a restorative conversation with the child before re-integration into the classroom.

Physical assault, violence, threatening behaviour or damage to property will result in a child being withdrawn from the class. Parents will be informed of their child's inappropriate behaviour either in person at the end of the day, via a telephone call home or a letter.

In the most extreme situation, where a child's behaviour is becoming physically aggressive, and where they are a danger to themselves and others, staff may employ the 'Team Teach' techniques in order to physically remove the child to another setting. Decisions to restrain or remove pupils will only be carried out by fully trained members of staff will be involved. All incidents will be recorded and reported to parents.

In some cases exclusion may be considered.

#### **14. Absconding**

Once pupils at Baden Powell Primary School have entered Breakfast Club or school, they are to remain on school premises until the end of the school day at 2.55pm/3.05pm. Under no circumstances is a pupil allowed to leave the premises unless authorised to do so, with a parent/guardian or teacher, or for an organised school activity.

Our pupils are taught from Nursery age that they should not leave the premises unless permission is given by either the head teacher or a teacher. Parents/carers are encouraged to discuss the importance of our school rules and not leaving the school site during the school day.

If a child leaves the classroom without permission, they will be checked on according to age, and taken back to class/monitored. They will ask permission to return to the classroom.

If a pupil leaves the school site without permission the following procedure will be followed:

1. The school will immediately contact the pupil's parent/ guardian to inform them of the situation and call the police without hesitation. Under no circumstances are staff to chase a pupil, as this could result in the pupil going further afield and exacerbate the situation, or result in the pupil being involved in a road traffic accident.
2. Whenever possible, pupils should be brought back to school on the same day by the appropriate adult, in order for the head teacher, parent and pupil to discuss the issues and any underlying factors under future action may be discussed and agreed.
3. If a child leaves the site for a second time, a fixed term exclusion will be considered. The health and safety of children is a priority.

#### **15. Exclusions**

In certain cases of extreme behaviour, exclusions may be deemed an appropriate course of action in which case parents will be notified in writing of the reasons and date(s) for the exclusion. Exclusions from school may be considered as a last resort.

- All pupils who are at risk of exclusion will have a clear action plan, or an Individual Plan to support them. This plan will be discussed with the parents/carers.
- Assistance for pupils at risk of exclusion will be sought from the LA support team.

- A modified curriculum or day will be considered where a pupil would benefit from a more diverse curriculum and a Pastoral Support Plan completed with a representative from the Local Authority.
- If all strategies fail and a pupil still behaves in an unacceptable manner or a pupil is endangering other pupils, themselves or an adult it may be necessary to exclude the pupil.

In such cases the Headteacher will contact the parents of the child giving the reason for the exclusion. Fixed term exclusions will only be issued after the school has tried all strategies and no other options are available. The school reports all fixed term exclusions to the Local Authority and to the Governing Body. If there are further fixed term exclusions and ultimately permanent exclusion, this may result in a managed move to another school for the pupil. A programme of support and risk assessment (if necessary) will be implemented with children, parents, staff and other professionals on return to school from fixed term exclusions.

**16. Racism** Every child has the right to feel safe and comfortable at school, but for some, the way they're treated because of their skin colour, religion, culture or heritage can make school life difficult and even threatening. It's vital that racist behaviour is tackled promptly, whether it's a one-off racist slur in the playground or prolonged bullying.

Racist behaviour in pupils includes, but is not limited to:

- Name-calling, including using racist language or stereotypes.
- Spreading rumours or gossip about a child who has been targeted because of their racial or cultural difference.
- Excluding a child from group work, games, conversation etc because of their race.
- Physically aggressive behaviour like pushing, kicking and hitting a child with a perceived ethnic difference.
- Making sounds or gestures to mock or intimidate a child about their race.

**If a racist incident occurs**, pupils will be spoken to in school and parents of those involved informed. A record will be made on My Concern.

If a child is the target of racist behaviour offer support:

Reassure the child

Give them the chance to talk and give them ownership of the situation by asking them what they want you to do

Role-play responses that they could use in future

Young people should remember they are not alone, and that they can and should look to others for support. Being the target of racism, whether direct or indirect, is not only emotionally traumatic but also exhausting. (Show Racism the Red Card)

In some cases, a child may not realise that something they have said or done was racist, and a structured conversation with them could enlighten them about why their behaviour was unacceptable.

## To address racist incidents:

- Focus on creating kind, confident children by praising positive behaviours.
- Expose children to as many different experiences as you are able.
- Take a stance against racism, but don't preach
- Set high expectations around behaviour and being a good friend.
- If a child has displayed racist behaviour, talk to them to make sure they understand what they said or did was wrong.
- If they have engaged in racist behaviour, give them space to express their thoughts and feelings about the incident.
- Make sure their actions have consequences.
- If the behaviour was intentional, help them get to the root of why they behaved like that. For example, did they lose their temper? Are they being bullied themselves?

Children often pick up on other children's ideas or behaviours that we aren't always aware of, and these may stick if they can't openly discuss and process them. By listening to what they know, we can build on those conversations and help them fill the more difficult or challenging gaps. (Show Racism the Red Card)

## 17. Evaluation

The behaviour of the children is under constant review by staff, and approaches are adapted or modified for individual children or incidents, while still keeping to the broad guidelines contained in this document. Class teachers record all incidents and consequences on my Concern. These are analysed by the Headteacher and Senior Leadership team on a termly basis.

Date: 31/03/2018

Reviewed: 23.11.22

### Baden Powell Positive Behaviour Policy

School: \_\_\_\_\_ Date:

Governors: \_\_\_\_\_ Date:

Reviewed School: \_\_\_\_\_ Date:

Reviewed Governors: \_\_\_\_\_ Date:

## Shared Understanding of Behaviours



### Positive Behaviours

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having your reading book in school
- Having the correct equipment to work
- Looking after school equipment
- Keeping the classroom tidy
- Using good manners at all times

### Warning Behaviours

- Distracting others
- Talking when other people are talking
- Not following instructions (*work related, tidying away, playtimes, toilets etc*)
- Saying unkind things
- Being rude and answering back
- Not looking after school equipment/environment/own and other's property.
- Not lining up/moving around school sensibly

### Negative Behaviours

- Swearing
- Being physically aggressive
- Being verbally aggressive
- Deliberately damaging school property
- Taking other peoples' belongings
- Behaving dangerously
- Leaving the classroom without permission

## Baden Powell - Restorative Approaches

Name:

Date:

**What's happened?** Ask the person for their view of what happened.

**What were you thinking?**

Why...? When?  
What? Where?  
Who? How...? E.g.  
**Why** did they laugh?  
**Who** said I..?

**How were you feeling?** (Circle) angry, mad, violent, cross, ashamed, sad, hurt, irritated, bored jealous, scared, worried, shy, silly, shocked, excited, happy, pleased, great, sparkly, thankful, proud, loved (other):

**Who's been hurt or involved? How?**

Me, friends, pupils, teachers, dinner ladies, parents, family, visitors, others.

**What do you need?** (Circle) a listening ear, support, kindness, positivity, consideration, understanding, patience, respect, fairness, trust, humour, recognition, safety, clarity, empathy, reassurance, honesty, sensitivity, inclusion, warmth, love, gratitude, hope, inspiration... (other):

**What do you want to happen to move forward?**

Friendship, compromise, a change, time, take action, further support?



Signed:

**How are you feeling now?**