

## **Behaviour and Relationships/Relational Behaviour Policy**

*This policy includes our anti-bullying principles.*



### **Introduction**

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

### **Rationale**

Our policy for managing pupil behaviour is based upon a relational, restorative and inclusive approach which promotes the social and emotional wellbeing of the whole school community. We are committed to developing an attachment, trauma and mental health informed approach as those children with social and emotional health needs require both the emotional support and help to express themselves in a more appropriate way.

It is our aim to maximise the protective factors of school by creating an environment of safety so all feel secure, respected, valued and have a sense of belonging that has strong positive and supportive relationships at its heart. We recognise that behaviour represents a way of communicating an unmet need. We use Zones of Regulation to enable our children to verbalise how they are feeling with strategies to move themselves back to 'green', calm and focused.

High levels of nurture and empathy, with structure, support children to feel safe. Children need clear boundaries, predictable routines, expectations and regulated responses to behaviours. Children learn best when they feel emotionally and physically safe.

There are three main components; developing relationships, responding calming and repairing/ restoring relationships.

Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. We set clear boundaries and we support children to recognise that behaviours need to stay within these boundaries. These will be taught and modelled to the children.

### **The Aims of our Relational Behaviour Policy are:**

- To raise academic & personal achievement
- To make boundaries of acceptable behaviour clear
- To establish a calm, purposeful and happy atmosphere within the school
- To establish increasing independence & self-regulation so that each pupil learns to accept responsibility for their behaviour.
- To have a consistent approach to behaviour throughout the school.
- To gain the cooperation & involvement of parents/carers.
- To ensure all feel valued.

- To support them to form meaningful and caring relationships into their adult life.

**Our school is a place:**

- Where all our staff have been Thrive trained.
- Focus on the feelings and emotions that might drive such behaviours rather than the behaviour itself.
- Which belongs to all of us and where everyone has a right to feel that they can learn / play, teach, manage, lead
- Where we all learn to work together
- Where people will listen to us and be polite to us
- Which is free from vandalism and harsh words/actions, where we feel safe and where the buildings, equipment and our own belongings are cared for.
- Promote learning and repair through restorative practice.

**As a school we value:**

- Teaching and learning
- Working hard, and achieving to the best of our ability
- Cooperation
- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Being kind
- Helping others
- Self- discipline and regulation
- Courtesy
- Facing up to the consequences of what we do.

**We will not tolerate:**

- Rudeness
- Bullying
- Lying
- Name-calling
- Violence
- Dishonesty
- Discrimination or prejudice of any kind.

**Responsibilities**

As a community we all accept that we all have responsibilities - children, teachers, parents and carers.

*(i) Children's Responsibilities*

- To work to the best of their ability and allow others to do the same
- To treat others and their work with respect
- To follow the directions of all adults that work in the school
- To make appropriate choices
- Self regulate and be aware of our impact on others
- To take care of property and the environment in and outside of school
- To be on time and not waste time in school.

*(ii) Staff Responsibilities*

- To treat all children fairly
- To provide challenging, relevant and stimulating work
- To use rewards and consequences clearly and consistently
- To challenge unacceptable behaviour whenever it happens.
- To speak in a calm, considered tone.

*(iii) Parents and Carers Responsibilities*

- To support the school
- To help their child/children come to school every day and on time
- To come to meetings, such as SEN reviews
- To take an interest in their child/children's learning and give support in any way they can.

**Classroom agreement/rules.**

A system which allows the teacher to clarify behaviours which are expected from pupils and what they can expect from the teacher in return. The aim of the plan is to have a fair and consistent way to establish a safe, orderly, positive classroom in which teachers teach and pupils learn. The plan consists of the three parts:

**Rules** that pupils must follow at all times

**Supportive Feedback (rewards)** that pupils will receive for following the rules.

**Whole School responses (consequences)** that result when pupils choose not to follow the rules.

**Classroom Rules (each class follows the school rules but also negotiate agreed class rules).**

- Walk in school
- Keep hands feet and unkind words to yourself.
- Respect yourself, each other and the school environment.
- Follow the directions/instructions of all adults in school.
- Use quiet voices inside school and no voices when it is time to listen.

**Supportive Feedback**

Children will be given attention and recognition for behaving well. Which will include:

- Verbal recognition (specific)
- A smile!
- Thumbs up
- Dojo points and or call / speak to parents/carers
- Achievers Certificate
- Sent to Year group partner /Key Stage Leader / DHT / HT for praise.

Children deserve structure and need limits and boundaries. Children will not be allowed to disrupt or misbehave without showing them we care enough to let them know their behaviour is unacceptable. Pupils will learn that inappropriate behaviour carries with it very real consequences. These consequences are:

- Reminder
- Reflection time in class
- Reflection time in another class
- Sent to Head/Deputy- contact parents
- Report card for regular check in with senior staff.
- Internally suspended
- Suspension
- Expulsion

These consequences are displayed on a 'ladder' around school.

### **Severe incident**

A 'severe incident' covers two possible scenarios:

- 'Serious flashpoint' incidents of misbehaviour such as fighting, vandalism / destroying property, defying a teacher / refusing, physical/verbal abuse of child/teacher. In these cases, children are sent immediately to the Head, Deputy or a Senior Colleague.
- Persistent disruptive behaviour that has a negative effect on teaching and learning. In these cases the Head, Deputy or other senior teacher will become involved at an earlier stage. In addition to this, a phone call to parents is made.

**Before issuing sanctions**, and if the behaviour is off task but non-disruptive, teachers use various pupil management techniques, for example:

- Eye contact
- Gesture
- Proximity
- Supportive feedback to a pupil nearby
- Visual reminder e.g. stop sign on staff lanyard.

### **Suspension/ permanent exclusion of Pupils**

Decisions relating to fixed-term (suspension) and/or permanent (expulsion) exclusion are taken by the Headteacher, in discussion with colleagues, following a very thorough investigation of the circumstances surrounding the incident in question, with full regard for and in line with the DfE Guidance School suspensions and permanent exclusion 1<sup>st</sup> Sept 2022. This is used only when all other avenues have been exhausted or the incident is so severe.

### **Special Educational Needs**

Should a child's behaviour over time raise concern it will be considered with parents/carers whether they may need to be placed on the Special Educational Needs register. At this stage a SEND support plan is written with the child and shared with parents/carers. This is reviewed termly (see SEND policy). A Behaviour plan and risk assessment is carried out where necessary. For these children reasonable adjustments are made, additional adult support and resources would be directed towards the child and the involvement of outside agencies when needed.

### **Behaviour outside of school**

We do expect our children to behave in line with our school values outside of school, though recognise that we have little authority beyond the school day.

Nonetheless, we do take an interest and try to support the children in the community wherever possible. This includes incidences online.

When the school is notified of negative behaviour by children outside of school:

- 1) The member of the public will be encouraged to contact the Police (if appropriate) who are the appropriate body to deal with such community challenges.
- 2) The parents of the child will be notified regarding the complaint.
- 3) In cases where children could be at risk of harm, the school may make a referral to Social Services.

### **Managing Unkind Acts and Bullying**

All children get involved in unkind acts. All children will be victims of unkind acts and will commit unkind acts – this is a natural part of growing up. Indeed, challenging relationships are a natural part of life for which we need to prepare the children. At the school, we aim to teach the children our values from the earliest moments at the school in order that they make consistent good choices in life and have positive relationships with those around them.

### **Communicating feelings of hurt**

We are a telling school and we are a listening school

Some children communicate their feelings of being hurt very clearly, making it easy for adults to support them with their emotional needs. Other children are less vocal about their feelings so we have strategies to ensure all children can tell their feelings and be listened to.

#### **1) Classroom teachers**

The best place for a child to start when feeling like they have been treated unkindly is their classroom teacher.

#### **2) Headteacher or Deputy Head teacher**

We operate an 'open door' policy and children know that they can talk to a member of senior staff if they have a worry or concern.

#### **3) Parents and Carers**

We very much value the insight of parents and carers about how a child is feeling. Very often a child appears very happy at school while reporting unhappiness at home. If parents and carers have any concerns about a child being the victim of unkindness, they should contact the classroom teacher, Headteacher or Deputy Head with urgency.

Some children, even with all of the above communication strategies available to them, will feel unable to ask for help with tricky relationships or bullying. It is,

therefore, important that all adults around a child notice any signs of distress and work with the classroom teacher to find solutions with the child.

Examples of signs of distress could be:

- Being withdrawn or isolated when not through choice
- Work deteriorating
- Prefers the company of adults
- Frequently ill, generally unhappy or anxious and displaying other symptoms such as bed wetting
- Attends irregularly or arrives late
- Dealing with incidences of unkindness and bullying

Bullying usually has three common features:

- It is a deliberate, hurtful behaviour
- It is repeated
- It is difficult for those being bullied to defend themselves due to a power imbalance

There are three main types of bullying:

- Physical; hitting, kicking, taking belongings
- Verbal; name-calling, insulting, racist remarks
- Indirect/emotional; spreading nasty stories, excluding from groups.

Cyberbullying is similar to traditional bullying in that it is repeated, intentional and based on a power imbalance but it has the following differences:

- Anonymity – victims are often unaware who is bullying them
- Disinhibition – 'you can't see me, I can't see you'
- Accessibility – bullying behaviours can take place all day every day.
- Punitive Fears – victims don't report what is happening because they fear having their computer / phone privileges taken away
- Bystanders – the whole world can see the unkindness.

### **Monitoring**

The policy is reviewed regularly by senior staff in school. All incidents recorded are monitored by the senior leadership team on a termly basis. Exclusions and racist / homophobic incidences are reported to Governors on a termly basis.

### **Linked Policies and Documents**

- Anti-Bullying Policy – child friendly
- Positive Handling
- SEND policy
- Safeguarding policy
- Home-School Agreement

- PHSE Policy
- DfE Exclusions Guidance & Behaviour advice(copies in school, & also available online).

### **Equality Statement**

A disability equality assessment has been carried out on the policy and the guidance contained in it. Implementing this policy ensures that the same opportunities are provided to all pupils and supports Equality and Diversity.

**Reviewed: Spring 2025**

**Next review: Spring 2027**

**S.Robson**