

# **Relationships**

Date reviewed: Oct 06

Date to be reviewed: Oct 07

## **Aims**

- To promote positive attitudes to learning and life, including honesty, tolerance, justice, courtesy and respect for others, regardless of their religious belief, race, culture, gender, abilities or family background
- To promote and maintain an ethos in which:
  - Children and staff develop self respect and personal worth
  - Children understand that their behaviour is their own responsibility
  - All children and adults respond appropriately to the behaviour of others and view this as their collective responsibility
  - Children develop respect for their own property and that of others, taking pride in the school and helping to keep it in good condition
  - Reflection about one's own behaviour is a normal way of living
- To set clear and consistent expectations of behaviour throughout the school
- To establish strategies to support children who find it difficult to behave consistently well

## **Organisation**

### **In each class**

#### **Class rules**

Each class will discuss and draw up its own class rules at the beginning of the school year. They will be reviewed with the class at the beginning of each term, clearly and attractively displayed and frequently referred to. This will ensure they remain high profile. The regular class TA (s) must be part of this process. They will contain both "do" and "don't" statements. For example "Do walk around our school". The rules will be few in number and in harmony with the Family Links book.

#### **Use of praise**

This is a central part of our school's approach and stems from our belief that "what you pay attention to you get more of".

Praise can be given in a variety of ways. For example a smile, giving a sticker, 'thumbs up' signal or verbally.

All staff are required as a matter of priority to watch for, and praise, regular, thoughtful and responsible behaviour. In addition, those who do not find it easy to behave well will be praised when they do make good choices about their behaviour. It is important to achieve a good balance between praising both children who consistently behave well and those who do so more intermittently.

At times throughout the year, whether for just their class, or through a whole school focus, the class teacher will target specific behaviours for a limited period of time. For example, coming into the classroom quietly, starting work quickly. This will be discussed with the children at the beginning of the period, giving reasons for this emphasis. Agreed praise and rewards will be given when this behaviour is observed throughout the time in order to reinforce desired behaviours.

### **Class reward systems**

Within each class there will be a range of rewards given for good behaviour. These will always include warm praise, either given individually or publicly but always with good eye contact and real warmth of appreciation. Stickers are often used as a tangible reward for good behaviour.

In addition each class will have some form of visible reward system, for example, completing a picture on the wall. In every case children can be rewarded as individuals, groups or as a whole class for good behaviour. When the target number of such rewards is reached, the picture completed for example, the whole class receives a treat such as an extra ten minutes of playtime, playtime in the park or extra story time. The children discuss with the teacher the reward to be earned. All class members therefore gain a sense of achievement through this - even those who find behaviour hard. By tasting such success they may well want more.

### **Sanctions to be employed if a child does not follow class rules**

Should a child not keep to the agreed class rules a number of sanctions can be employed. The teacher will always start with the least intrusive response, only moving toward more intrusive ones if the behaviour does not improve or if it escalates. The following checklist gives an idea of the range of responses appropriate. The adult will select from the list as appropriate depending upon the particular child and context. This is NOT a list to be worked through and is in no particular order. Our responses are aimed to provide a consistent approach i.e. every time a child shows certain behaviour the response is always the same. We operate through certainty of follow up rather than severity of sanction.

- Planned ignoring
- Praise of other children nearby
- Showing displeasure through a glance, gesture or expression
- Defusing the situation by humour or affection
- Suggesting a move of place
- Providing subtle support from an adult
- Remind children of rules/ expected behaviour

- Changing the pace or activity
- Give choices and consequences
- Suggest voluntary class-based time out
- Impose class based time out
- If appropriate, reminding children on strategies to be used when finding it hard to cope
- Hurdle help - this is key and involves the anticipation of places or times where children may have a difficulty or find problematic and arrange for the child to come to you at that time.

Do not take a confrontational stance when employing any of these sanctions In ALL cases watch quietly and give low-level praise for returning to acceptable behaviour at this point. Do not give a sticker for returning to acceptable behaviour.

### **Time out in class imposed by an adult**

This is only to be used for behaviour that breaks important class and school rules involving verbal or physical aggression or high-level disruption. It is not for chatting, inattention, unfinished work etc. It can however, be used for persistent breaking of a rule e.g. continuing to talk even after repeated reminders and the use of other strategies.

Children will be given a choice and consequence, followed by a short time of being ignored to allow them to make the choice without the adult inflaming the situation further by counting time etc. If they do not make the positive choice, the consequence will be they have to go to classroom- based time out. The teacher/TA must be VERY CAREFUL to keep the tone of the exchange non-confrontational and calm when making it clear to the child that they have chosen this option.

When calm again, the child will be expected to return quietly to their work and continue. As the time scale involved will normally be around five minutes, the work missed can be caught up within the lesson or afterwards. This must always be done.

An adult will unobtrusively support the child as they return to work, praising them for having calmed. (No sticker!!). They WILL NOT discuss the incident itself at this stage, nor refer to it in any way.

While the teacher will want to discuss the incident with the child, this MUST ALWAYS be done at a later time when there are no other children nearby and outside lesson time.

Children must never be required to apologise for any action or the difficulties may restart or escalate.

### **Child initiated time out in class**

This is quiet time to calm in a designated place such as a chair or cushion.

Within the classroom children should be encouraged to use class-based time out on their own initiative and with the discretion of the teacher if they are finding it hard to cope with some aspect of class life. It is a very positive step for children and should be encouraged as a way of helping that child find strategies to manage their own behaviour. The class teacher or TA will note any such occasion.

For cases of both adult imposed and child initiated Time Out in classroom, the rules are;

- The child may go without request or hindrance
- The child must go quietly, not disturbing others
- The time spent there must be quiet
- They may stay there until calm or for a maximum of five minutes
- Any work missed must be completed later, but the adults will NEVER in any way be confrontational about this.
- They will be praised for taking this positive step to manage their own behaviour
- No one will draw attention to them being there

## **Whole school**

### **Time Out**

This is for extreme behaviour only. This includes violent or aggressive behaviour of any sort.

A warning must be given in the form of a choice and consequences. If the child does not respond to the warning an adult must accompany them to the time out room. This could be the class T.A. or the adult on Time Out duty who can be requested through the school office.

During time out the adult with the child in Time Out will not try to find out what has gone wrong, or to solve the problem. Time out is a quiet time to calm down. The adult's role is to watch in a caring and supportive way, allowing the child the personal space and calm to let out the aggression safely and to regain their composure. They will not talk to the child before they calm and under no circumstances will they make the child feel time out is a punishment. Nor will they try to resolve the problem or make plans for future behaviour. If physical management is needed for the safety of the child or the adults, the procedures outlined in the Handling Policy must be followed. Only adults trained may use physical management and it is only ever used as a very last resort.

Time out will continue until the child is thoroughly calmed and ready to return to class.

If a child is returned to their class, the class teacher will quietly welcome them back and ensure they settle down to work without any fuss being made by any adult or other child in the class. The teacher must NEVER talk about the incident with the child at this stage, nor should they allude to it in any way. At

a later point the teacher will talk over the incident, noting with the child any ways they could have made better choices about their behaviour - but always in a supportive and non-confrontational way.

A Time Out form will always be completed and given to the SENCO.

These are kept in the SEN filing cabinet.

Parents should be informed that their child has had to go to Time Out.

### **Very disruptive or challenging incidents**

For extreme behaviour, which endangers other children or makes teaching impossible one or more of the following will occur:

- time out in the time out room
- class removed from where a child is causing disruption
- physical management of child

Help should be sought by sending a child or adult to the office immediately with the message "horse".

Two trained adults will immediately come to the room. In the meantime, if the situation is dangerous for children and/or adults to remain in the area or room, they should be removed.

An adult should remain at a safe distance keeping a discreet eye on the child causing disruption until the two trained adults arrive.

The adult remaining in the room should:

- never ask the child questions, or direct comments about the incident towards them
- not become angry or judgmental about the situation
- should use distraction and defusing techniques
- stay calmly in control
- be the least intrusive it is safe to be

If physical intervention is required: (This might take place in the Time Out room, the area they were initially called to or on the way to the Time Out room.)

- the trained adults will do this (see list of trained adults in school)
- Procedures will be followed as outlined in the Handling Policy.
- The relevant documentation will be completed and reviewed by the SENCO and head teacher.
- Parents will be informed and invited to discuss the incident.
- If there is any physical or verbal abusive directed at the adults, the relevant LEA documentation will be completed.
- A school incident form will also be completed if it is necessary to record additional information.

When the adults are sure that the child has had a chance to find their equilibrium again, in discussion with other adults involved, re enter child into the classroom if appropriate, or make other arrangements such as quiet working with an LSA out of the classroom if required.

If the behaviour has been very extreme and/or the child is unable to calm enough to go back into class, then the parents/carers will be contacted, with the possibility of the child being excluded from school for the rest of the day. All other options will be considered before moving to this stage. Exclusions, fixed term or permanent, will be made in accordance with LEA guidelines and only by the head teacher.

## **Guidelines for managing situations where children are very challenging**

All staff and governors have agreed the following:

- Our school has a non-confrontational approach to children - especially those with challenging behaviour. All staff will always ensure that no child is ever placed in an emotional situation where they have few options left to them but to crumple or flare up.
- At no time is it acceptable for an adult to use personal criticism or humiliation of a child to manage or respond to their behaviour.
- A "nagging" style of interaction is equally unacceptable.
- It is never acceptable for children or adults to be assaulted
- It is not acceptable for lessons to be regularly disrupted
- Knowing this policy well and having a clear understanding of policy and the details of practice expected by all staff at our school will enable adults to be consistently calm and confident in dealing with children who are very challenging, vulnerable, disruptive or violent.
- All staff must therefore make a clear commitment to keeping this policy document fresh in their minds, returning to it to refresh themselves with the details at regular intervals.

Parents must be informed if their child has been sent to time out but this MUST be managed sensitively. Time out can be a very positive way to help a child manage their own behaviour by giving them emotional space to calm down. The danger of parents/carers seeing it as a punishment is great and could lead to a negation of its purpose if they intervene in some ways. The SENCo will advise and work with the class teacher to ensure the best way of informing parents/ carers about their child's needs is found for each child.

The SLT will review all Time Out sheets each new term to highlight areas of concern. Time Out summaries for both individuals and classes are also kept to monitor frequency and possible triggers.

**Playtimes and lunchtimes**

Again the emphasis will be upon noticing and rewarding positive thoughtful and responsible behaviour, rather than drawing attention to misdemeanours. School discussions between staff and children have formulated a list of acceptable and unacceptable behaviours and responses, consequences and sanctions to these behaviours (Appendix A). These include Racist Incidents (Appendix B).

All adults will praise children consistently, fairly and honestly when positive behaviour is observed. This positive reinforcement is a key part of our policy.

Reward systems of stickers and/or certificates will be used. These will add to class or whole school rewards. To keep the momentum of this approach fresh and vibrant there will be a focus upon different targets behaviours at different times over the school year. These will form the main focus for the giving of praise and rewards at playtimes and lunchtimes and will culminate in a whole school treat being given when sufficient rewards have been earned.

## Appendix A Playtime Behaviour

Playtimes in school can be one of the best parts of the day for most children. However, they can also be very difficult for some children to cope with for a whole range of reasons. Staff too can find this time of day challenging to manage. It is essential playtime supervisors have support in order to carry out their role effectively. The main function of your role as playtime supervisor is to encourage and facilitate acceptable playtime behaviour from all children. The core of our behaviour policy is noticing and rewarding positive, thoughtful and sensible behaviour rather than drawing attention to poor behaviour.

One of the main tenets of our behaviour policy is ...

*'What we pay attention to is what we get more of.'*

With this in mind, the following list of acceptable and unacceptable behaviours was drawn up by lunchtime supervisors.

<b>Acceptable</b>	<b>Consequence</b>	<b>Unacceptable</b>	<b>Sanctions</b>
<ul style="list-style-type: none"> <li>• playing games</li> <li>• encouraging game playing</li> <li>• including children who are alone in games</li> <li>• sticking to the rules of the game</li> <li>• looking after someone feeling unwell or sad</li> <li>• speaking politely and respectfully</li> <li>• responding immediately to adult requests</li> <li>• telling an adult about a problem outside</li> </ul>	<p>For all acceptable behaviours</p> <p>Praise, thumbs up, stickers, join in games, support children starting games, model games for children, encourage other children to explain rules of games.</p>	<ul style="list-style-type: none"> <li>• fighting (kicking, punching etc)</li> <li>• play fighting</li>   <li>• spitting at another child</li> <li>• swearing</li> <li>• name calling</li> <li>• racist comments</li>   <li>• interfering with others clothes (pulling down trousers)</li> <li>• swinging or climbing on trees</li>   <li>• throwing objects (acorns etc) at other children</li>   <li>• throwing objects over the fence</li>   <li>• intimidating behaviour</li>   <li>• running away from an adult</li>   <li>• misuse of school property</li> </ul>	<ul style="list-style-type: none"> <li>• Off playground for 2 days with no discussion</li> <li>• Choices and consequences and walk with adult if it continues</li> <li>• Loss of play 1 day</li> <li>• Reminders of appropriate language</li>   <li>• Loss of play 2 days (See appendix)</li>   <li>• Loss of play 1 day</li>   <li>• Reminders of rules, C and C</li> <li>• Seasonal reminders, walk with adult</li>   <li>• Loss of play 2 days</li>   <li>• Walk with adult, if repeated loss of play</li> <li>• Don't intervene, loss of play</li>   <li>• Not allowed to use equip for remainder of play. Serious vandalism loss of play, office informed.</li> </ul>

## **Appendix B**

### **Racist Incidents**

These are taken seriously and dealt with immediately by:

- Listening to the victim
- Acknowledging how the victim feels eg; angry, isolated, hurt, sad and empathising with them
- Following the incident up with the perpetrator/s and possible witnesses
- Recording the incident on the racist incident form and passing this on to the appropriate member of staff
- Ensuring the class teacher/s are aware of the incident if they have not dealt with it
- Imposing sanctions if it is a playtime incident (see appendix A) and recording what these are on the racist Incident form.

Repeated racist incidents instigated by the same pupil could result in a fixed term exclusion.