Welcome

Behaviour (Relationships) Policy

A Guide for Parents/Carers

Why are we changing it?

- Already in the process to change with Mr Irwin and the Governors before we started at Bisley
- Staff feedback on what needed to change to support all children in the school, particularly children with SEN/ who are vulnerable
- Clear in Local Authority visits that a clear policy was needed

Aims of our Policy

- To ensure that every child who leaves Bisley is emotionally ready to take on new challenges as well as academically equipped to reach high achievement in whatever they put their mind to.
- To establish clear expectations of behaviour.
- To establish and maintain consistency in managing pupil behaviour across the school.
- To foster strong relationships, providing opportunities to develop empathy and, caring about the needs and rights of others.
- To encourage pupils to conduct themselves in a responsible, reflective and self-disciplined manner.
- To understand behaviour as a form of communication and to look behind it, to establish the ‘unmet’ need.
- To focus on ‘problem solving’ rather than ‘punishing’ or ‘sanctioning’.
- For children see mistakes as an opportunity to learn.
- To ensure that all behaviour is dealt with in a kind, but firm manner.
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary;

Research-Based Policy

Our policy is underpinned by Restorative Practice, and educational research (neuro-science, child development & attachment theories).



Recent Research in Neuro-Science, Child Development and Attachment Theories tell us that all behaviour is a form of communication.

ACE's



What are ACE's?

What are Adverse Childhood Experiences?

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018).



Research Shows….

No ACES – 97% you will have no learning or behavioural problems

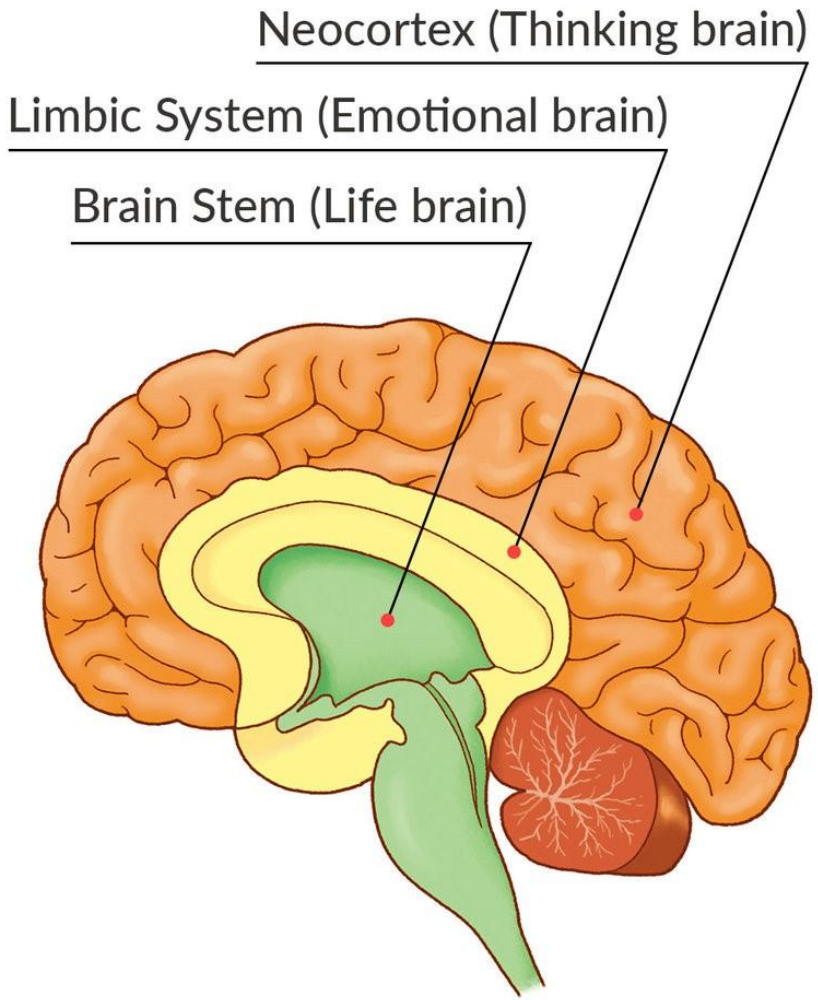
3 ACES – 3x more likely to fail academically

5 ACES – 5x as likely to have attendance issues

6 ACES – 6x as likely to have behavioural problems

- Neglect
- Taken into care
- Diagnosis (dysregulation, anxiety, feeling of loss of control)
- Pandemic – dysregulation of adults, loss, change, isolation, uncertainty
- Cost of living crisis
- Bereavement
- New school/ new home

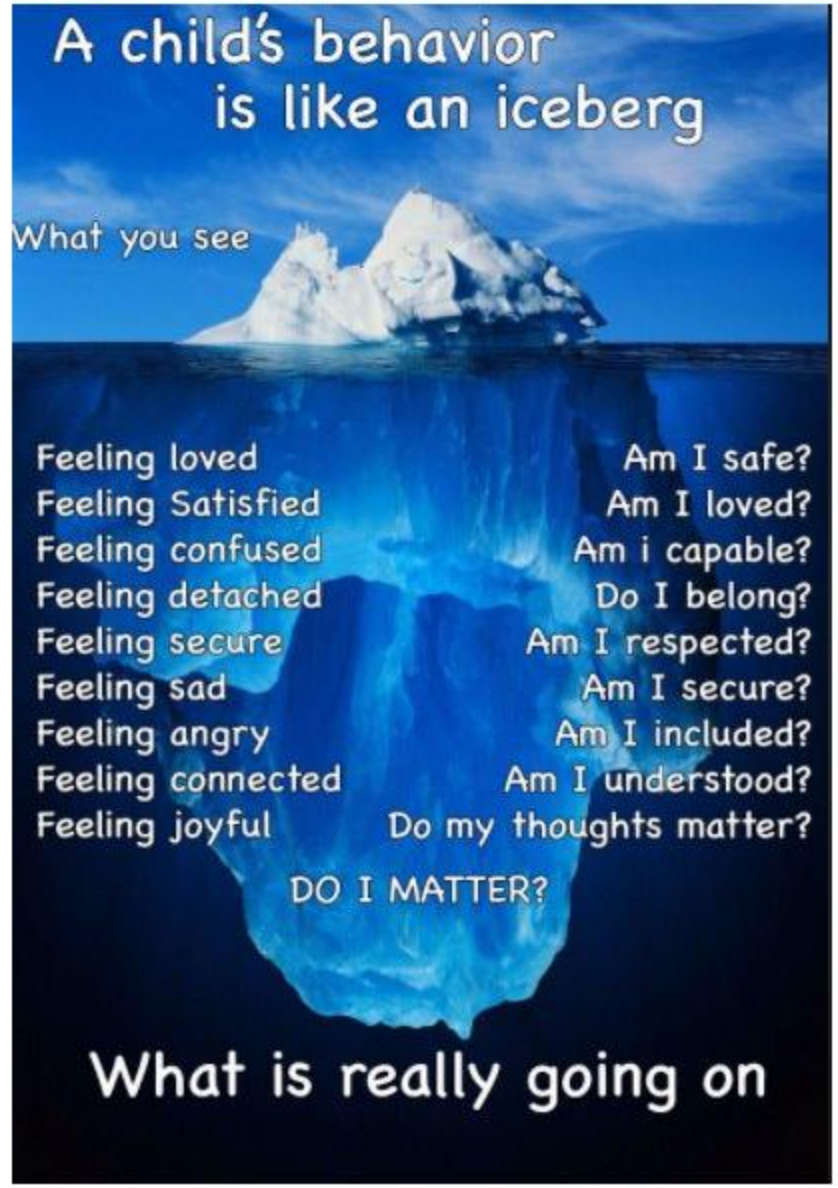
- THIS HALTS THEIR CAPACITY TO LEARN

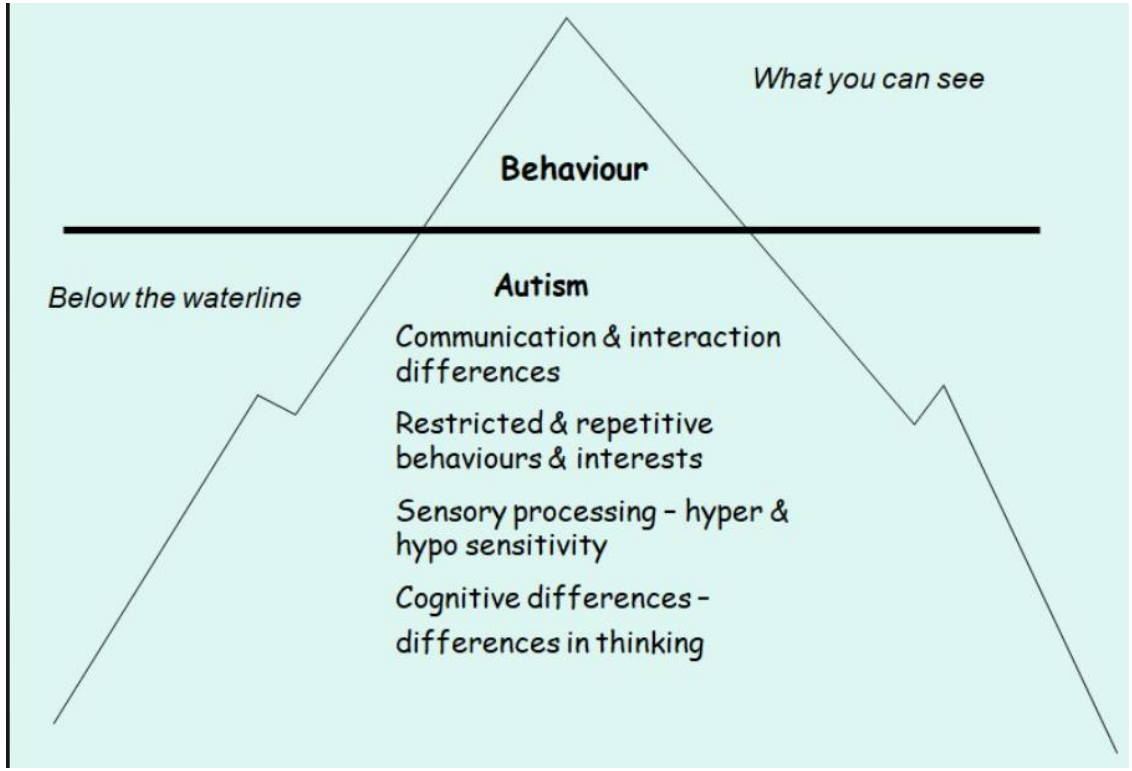


Iceberg Model

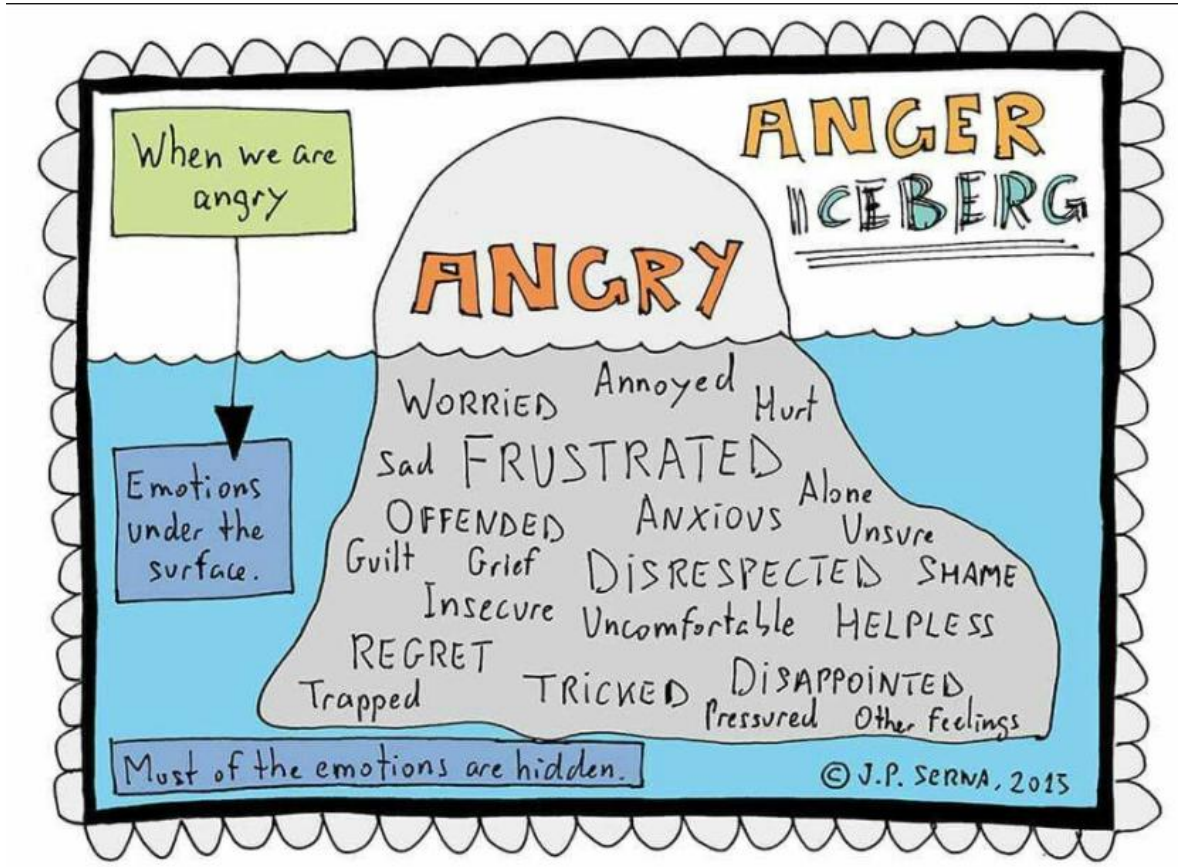
- Research draws us to an ‘iceberg model’ to describe human behaviour. On an iceberg we are always drawn to the most fascinating part, which typically is that that floats above water. In actual fact, only about one tenth of it is actually visible above water. The size and shape of the underwater portion is difficult to judge by merely looking at the portion above the surface.

- When we apply the iceberg theory to people, it is clear that ‘above the waterline’ reflects behaviours, while ‘below the waterline’ reflects the factors that drive those behaviours. Our natural default seems to be an investment in addressing the visible behaviours, when if we addressed the cause, we would indefinitely see a greater impact, potentially avoiding negative behaviours all together.





What is going on underneath for some of our children?



The main protective factor is:

1 emotionally available adult
before the age of 18


BBC
'well I'm very much alive Ian', something like
that, and then he said how proud he is of me.


IT'S ALL
ABOUT
RELATIONSHIPS



What is a restorative approach?

Rather than ‘punishing’ pupils for their actions, which makes a child suffer retribution for having a problem, we work with children to help them solve their problems and use their experience as a learning opportunity. We use restorative approaches to achieve this, the underlying premise being that people will make positive changes when those in positions of authority so things WITH them, rather than TO then or FOR them (Watchel & Costello 2009).

We believe that by using a Restorative Approach, we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone’s behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again

What this looks like in school

Our Bronze Behaviours- What we expect at all times:

- Show a positive attitude towards our learning **(Ready)**
- Be kind and respectful to others **(Respectful)**
- Look after the school and its environment **(Safe)**

- **<u>Responding to expected behaviour</u>**
- We firmly believe that strong intrinsic motivation creates independent, confident and thoughtful learners. At both Bisley & Oakridge we recognise attitude and effort, and celebrate with pupils when they express pride in their activities and work, in which we encourage self-reflection. It is also recognised however that pupils respond to extrinsic rewards, and our approach to rewards therefore caters for both intrinsic and extrinsic motivations. Within the whole context of rewards, it is important for achievement to be recognised at an individual level, and where efforts are made not to compare to others. We value personal achievements, and celebrate these across the whole school community.
- Positive Noticing
- Positive Noticing is an everyday relational strategy, any time, any place. Catching children doing the right thing and marking it with positive acknowledgement is not just kindness, it teaches behaviour. You get more of the behaviour that you notice most. At our school, we do this both verbally and through positive messages home.
- When children meet or exceed our expectations in terms of their behaviours and learning, we have many ways of recognising their efforts. Examples of rewards include, but are not limited to, the following:
- House Points (Bisley), Team Points (Oakridge)
- Recognition from another teacher, senior leader or executive team (messages home)
- Awarding of a certificate in weekly Celebration Worship
- Awarding of certificates and cups in end of term Termly Celebration Worship (Oakridge) and end of year Leavers Services (Bisley & Oakridge)

Number/name	Description	Frequency
	Positive noticing: Verbal praise or a message home	Staff will actively use positive praise to highlight to the children when they are following the expected standards. This will be explicit and clear so that the child understands what they are doing well. For example; Fred, the way you opened the door for me was really respectful.
1 HP (Bronze)	Being Ready, Respectful and Safe: Basic and frequent rewards for meeting expectations	Teachers are to award a Bronze Award every session for children that have been 'ready, respectful and safe'. Extra house points can be awarded for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours.
5 HP (Silver)	Beyond expected: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	As a very rough guide, teachers should look to award a Silver Award once a week per pupil. This would equate to 6 children a day, or one child per session.

There are a total of 6 sessions in a school day. Children will be awarded House Points for each session that they are RRS.

These sessions consist of:

Lessons before break (session 1), break time (session 2), lessons after break (session 3), lunchtime (session 4), after lunch, including worship (session 5) and remaining lessons until the end of day (session 6).

House points mean prizes- the children will pick!

High tea and a story with Mrs Broadbent

Enjoy high tea with Mrs Broadbent



1500pp | Years R, 1, 2, 3, 4, 5 & 6

Edit | Delete | Purchase

Hot Chocolate with Mrs Bird

Enjoy a hot chocolate with Mrs Bird



1000pp

Edit | Delete | Purchase

A Bookmark

A special bookmark for your reading page



300pp

Edit | Delete | Purchase

iPad story time

Time on iPad to engage with online story



250pp | Years R, 1, 2, 3, 4, 5 & 6

Edit | Delete | Purchase

A school pencil to take home

A school pencil to take home and write a story



200pp | Years R, 1, 2, 3, 4, 5 & 6

Edit | Delete | Purchase

Responses to Misbehaviour

- Disruptive behaviour and behaviour which infringes the rights of others' and does not represent our school Christian values, will not be ignored, but will be dealt with using a kind, but firm stance.
- Staff should use their professional judgement and understand that pupils must be in an emotionally stable place to engage with this process, therefore allowing processing time or time for the child to self-regulate.
- Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will therefore target the individuals responsible.
- Wherever possible, misbehaviour will be addressed on the same day however, we will make reasonable adjustments for those children with identified need.

Appendix 3: Levels of Behaviour Management

Level	Pupil Behaviour	Teacher Action	Extra Support
Bronze 	Pupil adheres to our 'Bronze Expectations'	**Staff reinforce 'Bronze Expectations'** Specific feedback is given so the pupil knows staff have paid full attention to them and what they have done well. E.g. Use the language of 'noticing' and emotional coaching i.e. "I noticed how calmly you walked through the door just now. You definitely look READY to learn." Consistently being Ready, Respectful and Safe throughout a session equates to 1 House Point.	Involve colleagues and parents/carers in celebration of pupil's achievements. Avoid generic terms e.g. "Well done!" and "I'm really proud of you!" Encourage the pupil to be proud of their own achievements instead i.e. "You should be really proud of yourself!"
Warning	Continues to show signs of emotional dysregulation (i.e. some degree of frustration, low level concentration. Minor disruptions, e.g. rudeness and disrupting others)	**Visual or Verbal Warning** Teacher gives a clear visual of verbal reminder to the child, reminding the child of our 'RRS' expectations. Teachers can be firm but kind. Staff will not shout or intimidate. e.g. "Fred, you've been told that is not safe. That is your warning." Children should be given processing time after being given this warning.	Visual cues.
Restorative Conversation 	Continues to display unwanted behaviours despite having been given a warning e.g. • Distracting others • Refusing to follow instructions • Rough play • Running inside school • Being unkind or disrespectful to others • Answering back to an adult	**Restorative Conversation** **Pupils will not receive their 'Bronze House Point' for this session.** **The conversation should follow this structure** What happened? What were you thinking or feeling at the time? What do you think/ feel about it now? Who has been affected? / How has this affected you? What is needed to make things right? How can we do things differently in the future? / What support do you need to do this? Teacher records as 'Restorative Conversation' on EPraise **A logical consequence should be considered and agreed with the person affected**. E.g. Together, you fix what was bothering that child e.g. move them away from a trigger, completing missed learning at break, making amends with the person next to them because it was bothering them.	Parents can access their child's behaviour record via EPraise. Parents/carers should contact the Class Teacher with any queries that they have. Parental support and reinforcement at home of expectations, has the most impact.

 **Repeated Incidents**	Unwanted behaviour continues e.g. some degree of frustration, low level concentration. Minor disruptions, eg rudeness and annoying others.	**Brain/ Movement Break/ Partner Class** Teacher to send the child on a movement break, to complete 'a job', or move them to a partner class. This will be a professional judgement call depending on the severity of the behaviour and the knowledge of the child's individual needs. It is important the member of staff makes it clear to the child why they are going e.g "You are affected others learning and need to go and work in another room now to complete your work." Teacher records as 'Partner Class' on EPraise An understanding of what might be triggering the behaviour should be always considered. It is not an excuse, but professional curiosity is key.	The Class Teacher can speak to the Executive Deputy if they feel extra support is required at this point . Parents can access their child's behaviour record via EPraise. Parents/carers should contact the Class Teacher with any queries that they have. Parental support and reinforcement at home of expectations, has the most impact.

Restorative Conversation with Head of School	Severity warrants discussion with Senior Leader (SLT) e.g. • Continuous unwanted behaviours* • Hurting someone else on purpose* • Arguing with, or shouting at an adult* • Bad language including racist and homophobia* • Damaging property* • Stealing* *Professional judgement call as to whether it should be escalated to SMT.	**Pupil is sent to a member of the Senior Leader (SLT)** The child will have a restorative conversation or circle with their Senior Leader (SLT). This will either involve a 'logical consequence' e.g. a child completing the work they did not do in the lesson or making amends, sometimes involving others that were affected. This is at the discretion of the Senior Leader. The Head of School to make a phone call home or speak to the parent face to face. The Head of School will also log on CPOMs and Epraise. **A restorative conversation with Head of School can happen immediately or at the next break/lunch time dependent on the Head of Schools professional judgement/ whether they are on the school site- other children's behaviour should not affect the learning of other children.** **This may mean that the child may have to wait to be seen.**	The Executive Deputy and class teacher may decide that the pupil needs a BSP / PSP if repeated incidents persist. Head of School can also liaise with the Executive Deput. A daily behaviour report and reward chart may be implemented in accordance with BSP. Parents can access their child's behaviour record via EPraise. Parents/carers should contact the Head of School with any queries that they have. Parental support and reinforcement at home of expectations, has the most impact.

Restorative Conversation with Executive Team	Despite support, continues to seriously violate the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative. OR Severity warrants discussion with Executive Team e.g. • Persistent disruptive behaviour • One-off serious incident • Child-on child Abuse (in line with Anti-Bullying and Anti-Hate Policy -alert DSL) • Leaving school without permission • Online Safety (DSL) • Repeated use of offensive language (racist, homophobic etc)	**Pupil is sent to Executive Team** The member of the Executive Team has a restorative conversation or circle with the child(ren) with a view to making amends. A child may be removed from the classroom is necessary. A phone call home is made or a conversation is had face to face. After discussion with parents/ carers, if the situation is persisting, a Pastoral Support Plan may be required. In exceptional circumstances the pupil may be excluded either internally, externally for a fixed term, or permanently. Where incidents of extreme behaviour occur, suspensions/ exclusion may be considered straight away. **When the Executive Team are not on site, the HoS can contact the Executive Team at all times, where they can advise staff on the course of action/ logical consequence that need to happen in their absence.**	Pastoral Support Plan. Family Support. Other external outside agency support as appropriate. Parents can access their child's behaviour record via EPraise. Parents/carers should contact the SMT member with any queries that they have. Parental support and reinforcement at home of expectations, has the most impact.

Restorative Conversations/ circles

Children who begin to misbehave or show signs of dysregulation should;

1. Be reminded of our school rules of 'Ready, Respectful, Safe' and the rights of others;
2. Be given a warning and a choice, and reminded of the consequences. Teachers can also choose to use a white card as a visual prompt to reduce the amount of negative language used. They should be given take up time to reflect and make this choice;
3. Have a restorative conversation or restorative circle. Restorative conversations, will address the following;
4. Have a restorative conversation or restorative circle. Restorative conversations, will address the following;

1. What happened?
2. What were you thinking or feeling at the time?
3. What do you think/ feel about it now?
4. Who has been affected? / How has this affected you?
5. What is needed to make things right?
6. How can we do things differently in the future? / What support do you need to do this?

Logical Consequences (Making Amends)

- The intention of logical consequences is to help pupils develop internal controls, and to learn from their mistakes in a supportive atmosphere. The logical consequence will be linked directly to our school rules: Ready, Respectful and Safe.
- The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.
- Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.
- Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing
- Logical consequences include making up time for lost learning, reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, make a card. In all of these, the child should be supported by a regulated and supportive adult.
- If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

epraise

- We won’t require any additional data from you!
- Epraise does not give your details to anyone else, it stays on Epraise.
- Only approved members of staff on Epraise are allowed to access the data- restricted for most staff
- You can only see your child’s account
- When your child leaves the school the data is deleted.
- Completely GDPR compliant

- It only takes child name, UPN (school number), parent name, email address and telephone number

- Pre-schools and secondary schools have similar systems

Epraise information

- Teachers at the school can make their own professional judgement about when/ how they award points, they are not expected to give children points in the moment. They will go the needs of the children in the class. For example, they may wait to the end of the day when the children have gone home to add the points on the system, so that it is private between the teacher and the child. We also want the teachers teaching and not on systems!
- The teachers will not display a leader board of points in the class or display how many each child has unless the teacher feels it is appropriate for their class.
- The ‘epraise shop’ will be open once a term, again this can be a private conversation between the teacher and child and they can choose what they spend their points on.
- The children have a say on what is in the shop
- When a child does not receive an expected point for a session due to a restorative conversation- this again will be done between the child and the teacher, not in front of the class
- Teachers will make adjustments for children with SEN needs.

Why do we need points or a system for recording restorative conversations

- To ensure that we don’t have any invisible children- we have many children who are always being Ready, Respectful and Safe
- It allows parents to see what is going on in school and the option to discuss this if they wish
- It allows the SENCO, to collect vital evidence for children who are struggling with their behaviour in school to seek additional support from other agencies.
- Restorative conversations on Epraise are recorded as ‘demerits’ but we are clear with our children that these are Restorative conversations- once a restorative conversation is held and amends have been made, the children have a fresh start in the next session.

Epraise messaging

- Within the app there is a messaging system, where you can communicate with the class teachers, office staff etc.
- We will try and send all communication via this app to keep communication clear.

Next steps

- We will begin to roll out Epraise, you will receive an email message to activate the app.

- We will ask for your feedback on the Relationship policy and Epraise! After time, we will ask for your honest opinions on how it is going. Epraise is a very flexible system and can be tailored to suit a school's need.