



Manor Park CofE VC First School

Relationships & Behaviour Policy

Our Vision:

Inspiring all to learn and grow

Please read in conjunction with:

- *Anti Bullying Policy*

October 2021 - Updated March 2022

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential." EYFS September 2021

"Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way adults behave." Paul Dix, When the Adults Change, Everything Changes, June 2017

Our children's mission statement:

We, together, create a beautiful garden where each special seed is cared for with love and has the time to learn and grow, blossoming into a unique and precious flower. Each flower is rooted deeply in the strong values of God's rich earth providing shelter for others around them. Each flower reaches upward towards the light and follows their dreams. They embrace each opportunity and burst forth with colour spreading happiness to those around them.

Manor Park CE First School is a therapeutic school. We take an approach to behaviour that prioritises the prosocial feelings of everyone within the dynamic. Our practice is therapeutically healthy with a focus on building a child's independence and enabling them to thrive.

Children are taught about their behaviour, both prosocial and antisocial. Through role modelling and explicitly taught sessions, children are encouraged to recognise and regulate their behaviours with an increasing awareness of the vocabulary that can be used to articulate their emotions.

Aims of the Policy

- To create and maintain a culture of prosocial behaviours: for learning, for community and for life.
- To ensure all parties within the dynamic feel respected and understand their role in maintaining the culture and ethos of our school.
- To regularly celebrate the achievements of all within the dynamic to continue the growth of prosocial feelings.
- To give clear instructions on how to ensure all parties understand the consequences of their actions for both prosocial and antisocial behaviours.

Purpose of this Policy

To provide simple, practical procedures for staff and learners that:

- Promote prosocial feelings and behaviour for all invested parties
- Promote self esteem, self regulation and independence
- Teach prosocial behaviours through positive intervention

All adults in the school:

- Recognise and understand the importance of building positive relationships, connections and the impact that these can have on readiness to learn
- Have a clear understanding of their commitment to the children's welfare and safety

- Have an attitude which reflects their responsibilities and rights
- Role model prosocial behaviour through their interactions with all parties within the dynamic
- Promote our Vision, Christian Values and Code of Conduct through their own actions and language
- Use therapeutic and prosocial vocabulary
- Have a duty of care for all pupils

Prosocial Behaviour

Our vision, 'Inspiring all to learn and grow' underpins the ethos and culture of our dynamic. We do this through the implementation of our code of conduct - Be Kind, Be Safe, Be Your Best and our Christian Values - Collaboration, Creativity, Resilience, Trust and Compassion. It is made clear to all parties that the conduct and values are to be demonstrated both in school and within the wider community, for example when we are on school trips.

Please see Appendix A for a detailed list on what constitutes prosocial feelings.

Example of displayed prosocial behaviour	How to be recognised by the adults	Acknowledgement
Early Years- Children to be acknowledged for demonstrating the characteristics of a learner.	Vocabulary used by all adults in Early Years Verbal recognition- Thanking the child <ul style="list-style-type: none"> • Gestures eg thumbs up, nod, smile 	Characteristics of learning certificates
Following instructions given by adult/following our school's Code of Conduct- Be Kind, Be Safe, Be Your Best	<ul style="list-style-type: none"> • Verbal recognition- Thanking the child • Gestures eg thumbs up, nod, smile • Conversation with child about how acting prosocially made them feel eg. "I think that you felt proud when you did that because..." 	<p>Repeatedly being a good role model to other children would lead to a certificate (Values, Masterpiece or Learn and Grow) Y1 - Y4</p> <p>Recognition board Rec - Y4</p> <p>For consistently following school values and Code of Conduct- Above and Beyond Rec - Y4</p>
Whole class following instructions given by adult/following our school's Code of Conduct- Be Safe, Be Kind, Be Your Best	Describe to the children the desired behaviour that they have demonstrated.	Whole class marble to go in a jar. Cohorts to decide the amount of marbles to earn in class leads to enrichment time.
Following the Code of Conduct on the playground. Be Safe, Be Kind, Be Your Best	Verbal recognition and then given a prosocial play sticker.	Teacher puts child onto recognition board if they have a sticker.

Antisocial behaviour

All staff within the dynamic understand that their actions have consequences. It is important to highlight that anybody demonstrating antisocial behaviours is to be responded to in a therapeutic way. It is recognised by all staff that focus needs to start with the origin of the behaviour and support that can be provided to enable children to express these. A priority is to protect their prosocial feelings.

Please see Appendix A for a detailed list on what constitutes antisocial feelings.

Example of displayed antisocial behaviour	How to be recognised by the adults	Educational consequence	Protective consequence
Low level disruptive behaviour eg: Calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, not sharing, answering back, leaving seat during working time, negative use of body language, and stopping others working, not completing their work.	Depending on the child either: Whole class reminder If behaviour continues have a private conversation with child, this may be able to happen in the classroom	Reminders, verbal and visual Review, reflect, repair (3 Rs) Discussion where necessary See Appendix B for a 3Rs discussion	Children may need to move places to allow them to focus- this should <u>always</u> be explained to the child.
Unfocused during learning time	Child/children to be given the choice: "Learning can be completed now during learning time or during free time" eg playtime/lunchtime child can choose which.	Child to complete learning during free time. Review, reflect, repair (3 Rs) Discussion	
Unsafe behaviour eg running when should be walking, climbing on furniture, using apparatus inappropriately	Adult to use simple script: (Child's name) (Simple Instruction) (Thank you) Jenny, feet on the floor, thank you	Review, reflect, repair (3 Rs) Discussion	This needs to be linked to the unsafe action for example if a child was being unsafe using the tennis racket they wouldn't be able to use the tennis racket again until they could prove that they can use it safely.
Distracting other children in the class from their learning	Reminder of expectations positive phrasing eg. "quiet voices" or "no voice" rather than "stop talking"	If the behaviour continues child can be asked to complete their learning outside of the classroom to enable other children to complete their learning. Review, reflect, repair (3 Rs) Discussion	
Antisocial behaviour during unstructured times	Reminder that the code of conduct also applies during these times.	If a child is unsafe or unkind to other children and cannot regulate their	To protect other children, child may be asked to have time away from an activity

		behaviour then children may be asked to remain with an adult or spend some time away from the activity or in an alternative location to complete a Review, reflect, repair (3 Rs) Discussion	e.g. missing playtime or in an alternative location.
Refuser	Use simple script "Name, Instruction, Thank you" allow take up time. Depending on the reason for refusal give child 2 choices to break the cycle these need to be appealing Do not discuss behaviour until child has regulated	If learning time is used up children will need to use their free time to catch up. Review, reflect, repair (3 Rs) Discussion talk during free time to understand the reason behind the refusal and discuss the importance of following instructions with the child.	
Intentional damage to school property	Reminders given- You can choose to play/use the equipment responsibly or you have the choice of not using it.	This needs to link directly to the event. If it is something that can be removed through cleaning/washing child to help with that. If it is damaged equipment child needs to understand how much it cost, the impact towards other children and talk to adult whose responsibility it would be to replace.	If damaging behaviour continues child needs to prove that they can use equipment responsibly before once again being able to use it independently. This might be through adult guided activities.
Significant unsafe behaviours that impacts all	Staff will request assistance, a discussion will be held and SLT will make a decision if criteria has been met	Review, reflect, repair (3 Rs) Discussion	A different area needs to be used for the child Obviously you are unsafe here therefore you need to work

What is persistent/severity behaviour?

Numerous occasions daily over a 2 week period that are having an anti-social/negative impact on self and other children.

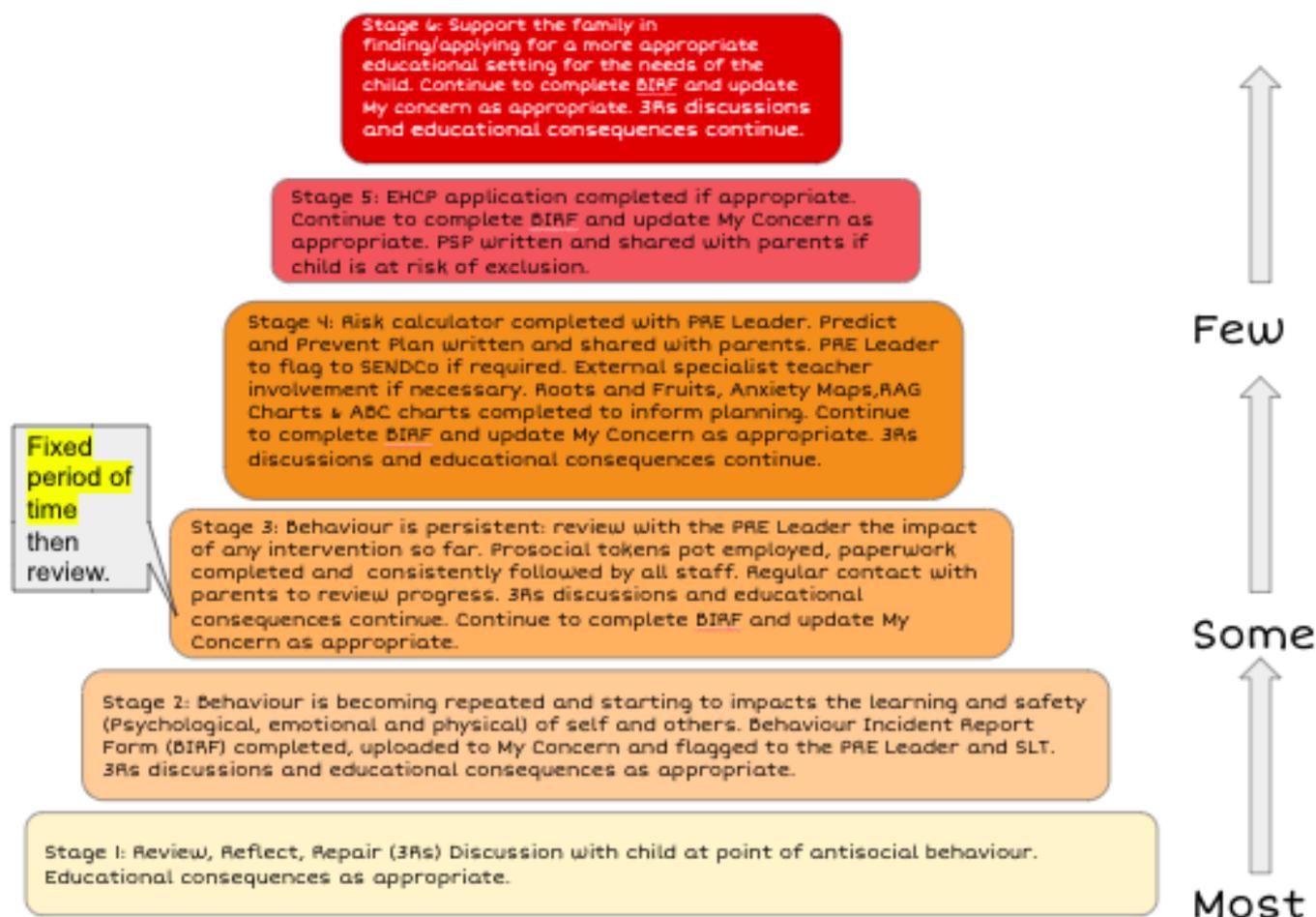
Graduated response to persistent antisocial behaviours

For the majority of children, following the whole school policy is enough for them to successfully learn how to regulate and moderate their own behaviours. For others however, it is recognised that they may need additional support in this area.

At Manor Park First School we acknowledge that in order for children to be successful a graduated response needs to be taken in order to support children with their learning and development.

Children exhibiting persistent antisocial behaviours, whether through distress or dysregulation, will require this further support. Teachers will work with the PRE Leader (Pupil Relationships and Engagement Leader) to complete a Risk Assessment Calculator to support the next steps of Anxiety Mapping and Roots and Fruits investigations. Following this a Predict and Prevent Plan will be written and implemented. This plan will then be shared with parents. Children with this plan use it in addition to this Relationships & Behaviour Policy as their plans are individualised for them. Plans are shared with any adult with input with the child to ensure consistency in recognising and supporting their behaviour through a therapeutic approach.

Please see the graduated response below.



Please contact the PRE (Jennifer Young) if you need to discuss this graduated response further.

Record Keeping

Records are kept of persistently difficult/dangerous behaviours. Records are reviewed weekly by class teachers who will report to the PRE Leader. They will

complete a Behaviour Incident Report Form.(school staff) and parents will be informed of the incident within 24hrs of it happening.

Any incidents where ...

Bullying

Children are taught that bullying of any kind is unacceptable. "Bullying is the repetitive, intentional hurting of one person by another, where the relationship involves imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or through cyberspace".

(Anti-bullying Alliance ABA 2013)

Manor Park embraces difference and never tolerates bullying.

Please see the Anti-bullying policy for further information on how to respond to bullying within our dynamic.

A Behaviour Incident Report Form should be completed and uploaded to My Concern when bullying is reported to a member of staff and has been investigated. Continue to monitor and record and update through My Concern.

Dangerous behaviours

Dangerous behaviour is classified as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Any dangerous behaviours must be reported to SLT through the use of a Behaviour Incident Report Form and uploaded to My Concern.

Racial incidents must be reported using a Racist Incident form and a record of the form uploaded onto My Concern.

Depending on the age of the children these incidents will be dealt with by a member of SST. A discussion with parents will be had.

Please see below for the Exclusion Protocol if incidents are escalated to this level.

Light Touch

At Manor Park First School we recognise the importance of light touch when appropriate. Light touch is used as a strategy to support, comfort, reassure and relax children.

Physical Contact/Intervention

We have a duty of care to protect children in our school from immediate harm and to keep them safe. Staff therefore may need to use physical contact/intervention to ensure the safety of children. Physical contact/intervention is in the child's best interests and staff are conscious of the need to differentiate the attachment to staff from the attachments to other trusted adults such as parents, carers and siblings. **Staff example of reasonable physical contact techniques.**

Reasonable, proportionate and necessary

Restrictive Physical Intervention

Any incidents where Restrictive Physical Intervention were implemented must have a Behaviour Incident Report Form (BIRF) completed within 24 hours of the incident. These are shared with the PRE Leader and either the deputy head or headteacher. These are then uploaded to My Concern. Parents/carers must be informed of any Restrictive Physical Intervention on the day of the incident.

EXCLUSION

Exclusion in our school should be extremely rare because of the consistent application of the protocols above. However, the school does need to have the use of exclusions as a final sanction where the welfare of the other pupil and staff is put at risk by unacceptable behaviour.

Exclusion should be seen as a last resort when all other strategies have been used.

Examples of behaviour which may lead to exclusion include:

- Violence or aggression to staff or children which does not improve following intervention using a range of strategies
- Persistent bullying which is causing other children distress and where other strategies have failed to improve the situation
- Persistent behaviour which continuously disrupts and disturbs the learning of others and has not improved by use of a range of strategies over a period of time
- Harassment of other children on the basis of their abilities, disabilities, race etc which does not improve following intervention using a range of strategies
- Deliberate damage to property, including other children's work

Procedure

Before exclusion is implemented, various strategies, including the involvement of parents, must have been used and exhausted. The supportive and positive responses of parents to incidents is crucial.

The procedures can be summarised into five stages.

Stage 1

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement assistance should be sought from another adult in school.

- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the Pupil Relationships and Engagement Leader, stating the reasons why.

Stage 3

- Discussions between the Pupil Relationship and Engagement Leader and parents, involving the child as appropriate, to try and resolve the problem. A Risk Reduction Predict and Prevent plan, with links to an I can, will be written and be used by all staff involved. Involvement of appropriate external agencies may be considered and a referral made if necessary.
- If there is no improvement, the Pupil Relationship and Engagement Leader should inform the parents and child that the matter will be referred to the Headteacher stating the reasons why.

Stage 4

- Discussions between the Headteacher and parents involving the child as appropriate. The class teacher, Pupil and Relationship Leader, SENDCO, Deputy Head and external agencies to be included as necessary.
- A PSP (Pastoral Support Plan) will be written and agreed between school, parents and child.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken e.g. exclusions, stating the reasons why.

Stage 5

- The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

Summary

The Head Teacher will consider issuing a fixed term exclusion where the pupil had knowingly contravened the school's Relationship and Behaviour policy. In such cases it may be necessary to exclude a child for part of or one day without prior notice.

Only the Head teacher has the power to exclude a pupil or the Deputy Head/Assistant Head in her absence. Parents will be informed immediately by telephone and letter. A meeting will be organised to discuss the situation, provide home-learning activities and plan the return of the child to school. The school follows the County Procedures for exclusions.

Supporting links to documentation:

[Behaviour Incident Report Form Master Copy](#)

[Racist Incident Report Form Master Copy](#)

[Prosocial Master](#)

[Predict and Prevent Plan Master Copy](#)

[Pastoral Support Plan \(PSP\) Master Copy](#)

[ABC Form Master Copy](#)

[RAG Chart Master Copy](#)

[Anxiety Map Master Copy](#)

Glossary of terms:

Antisocial

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person
- Behaviour that is contrary to the laws and customs of society

Attitude

- A settled way of thinking or feeling about something

Behaviour

- Anything a person says or does, which is everything we see or hear
- How you act or conduct yourself, especially towards others.
- Everything from the most prosocial to the most extreme antisocial.

Consequence

- The effect, result or outcome of something occurring earlier. A conclusion reached via reasoning.

Culture

- The ideas, customs, and social behaviour of a particular people or society.

Discipline

- Train oneself to do something in a controlled and habitual way.

Distress

- Extreme anxiety, sorrow, or pain

Dynamic

- Everyone affected by an individual or institution.
- The relationships people have with each other and the study of how these relationships can change.
- The way in which people react to each other in a particular situation.
- The interactions of people when they are grouped with others through either choice or circumstance.

Dysregulation

- Abnormality or impairment in the regulation of a metabolic, physiological, or

psychological process.

"family dysfunction may contribute to emotional dysregulation"

Prosocial

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

Therapeutically Healthy

- Practice that considers the feelings of all involved in a transaction.

Appendix A:

Prosocial Feelings		
Liked	Loved	Respected
Involved	Included	Comfortable
Motivated	Safe	Encouraged
Able	Brave	Curious
Capable	Valued	Secure
Relaxed	Hopeful	Optimistic
Calm	Trusting	Determined
Tolerant	Needed	Kind
Inquisitive	Happy	Absorbed
Playful	Proud	Enthusiastic
Supported	Wanted	Understood

Antisocial Feelings		
Angry	Sad	Alone
Worried	Lonely	Misunderstood
Cautious	Anxious	Embattled
Shamed	Blamed	Criticised
Hopeless	Scared	Withdrawn
Depressed	Fearful	Panicked
Naughty	Hurt	Ashamed
Reluctant	Judged	Powerless

Hopeless	Useless	Humiliated
Defiant	Tearful	Aggressive
Excluded	Unsure	Frustrated

Appendix B:

Review, reflect, repair (3 Rs) Discussion

What is it?

This is an opportunity to have a learning discussion about the incident that occurred and then discuss what we can change next time and what we should have done.

The review, reflect, repair process can only begin once a child is ready and in a calm and regulated state. Staff should allow enough time to ensure that the process is not rushed. It is best if the adults/staff involved in the incident are the ones who deliver the incident listening and learning process as one of the main outcomes of these sessions is to rebuild and repair relationships. A third party may be required to facilitate the discussion and bring parties together.

Some children may require the support of a visual crib sheet to enable conversation and the learning process. These can also be a valuable tool to record the conversation and use again if required during future discussions.

Script:

What happened? Who was involved?

How were you feeling?

What will we/you do next time?

Link to visual crib sheet:

[Review, reflect, repair \(3 Rs\) Discussion supporting visuals](#)

