



Grove House Primary School

Behaviour & Relationships Policy

“If the child is unable to adjust to the needs of the school, then the school must adjust to meet the needs of the child” M Boxall

At Grove House Primary School we believe that building positive relationships of trust, care and understanding is at the heart of enabling children to become successful learners and happy confident members of the community. We are committed to ensuring our school environment is safe, calm and nurturing, providing children with the perfect climate in which to develop and learn.

Inclusion runs through the heart of our school and we strongly believe in not just equal opportunities for all - but the best possible opportunities we can offer to support our children in having a happy, fulfilling childhood and preparing them for a successful adult life. Cultivating positive relationships and prioritising building self-esteem allows our children to develop exemplary learning attitudes for life.

Our relationship policy is designed to support our vision and prioritise the social and emotional well being of our children.

Our Relationship Policy is designed to:

- Promote a positive climate and learning culture within school;
- Provide a safe school environment for all;
- Develop an understanding of what appropriate behaviours are;
- Define a framework for rewarding success and de-escalating negative behaviours;
- Promote self-esteem, self-regulation and positive relationships with all staff members;
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communication.

Our School Values:

We are kind

We are safe

We are understanding

The expectation of adults is that they will:

- Recognise that ***all behaviour is communication***.
- All staff ‘Meet and Greet’ children in the mornings and after break and lunch times – these are used as check-ins to find out how the children are feeling or if they need any support.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Understand the children and the children know that we understand them.
- Enable children to communicate with their words because they feel safe.
- Provide clear values, routines and boundaries for all children.
- Have consistently high expectations within individualised responses to challenging situations.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Encourage, praise and actively listen to children.
- **Regulate, relate and repair** with children using relationships and without ‘punishment’.
- Work as a team to maintain high standards of behaviour within the school.
- Collaborate with the SENDCO/Nurture Team in order to create personalised plans that enable children to thrive.
- Keep a record of all incidents of serious incidents and ensure that the Head of School and parents/carers are informed within that same day.
- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented.
- Understand and implement restorative practice.

Rewards and Celebration

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. Adults in school recognise and reward positive behaviour. By verbally celebrating pupils’ attitudes to learning, play and transition through school, we reinforce our expectations all of the time. Adults use specific praise and Dojo’s to instantly reward appropriate behaviour in all classes and shared spaces. A wide range of further rewards are also used to promote positive behaviours:

Positive Recognition	
Extrinsic	Intrinsic
<p>Dojo’s Set up in every class - can be used as a whole class or individual reward.</p>	<p>Smile Handshake High five Fist bump Pat on the back Shoulder squeeze “Well done” “You are great” “Wow!” “That makes me feel really happy”</p>
<p>Wall of Fame Children move through bronze, silver, gold and platinum cards throughout the lesson or day. They receive gold or platinum stickers to share with their family.</p>	

<p>Magic Moments Celebrate incredible moments throughout the week.</p>	<p>“You are a valued member of this class” “You should feel really proud” *Be mindful of children with low self esteem; use subtle praise.</p>
<p>Always Friday Celebrate consistently good behaviour throughout the week. Milkshake Friday’s to celebrate!</p>	

How we regulate, relate and restore

We understand in order to help children feel safe, we need to help children:

- **Regulate**
- **Relate**
- **Restore**

Consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

We believe:

- Low level behaviours occur due to an unmet need.
- A child may be trying to communicate work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.
- Defensive behaviours occur due to a breakdown in communication.
- A child may be trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support
- Defensive behaviours can tip into crisis very quickly.

We regulate by:

Using our behaviour strategies that are listed below. The acronym HELP, models how to go through the process of regulating.

H - Listen to the children's side of the story from their perspective so they feel listened to, heard and understood - "What's Happened?"

E - Explain the actions the member of staff took and always link this to safety (The person having this conversation should be the member of staff that was involved in the incident).

L - Link how the child was feeling during the incident into the conversation - "How did that make you feel?"

P - Give the child a new strategy for the way they are feeling the next time the feeling occurs (This needs to be achievable).

Anxiety	Defensive	Crisis
Behaviour (Not an exhaustive list)		

Rocking, Tapping, Swinging on chair, Head on desk, Sullen, Calling out, Failure to follow instructions,	Finding it hard to cooperate, Inappropriate comments, Failure to complete work, Disrespect.	Teasing, Pushing, Arguing, Destroying work, Running indoors, Disrupting,	Use of inappropriate language, Disrespecting school equipment, Not following instructions, Leaving the classroom.	Vandalism, Physical assault, Fighting, Disrespectful to adults, Racial abuse, Personal abuse Bullying, Swearing,	Leaving the classroom or school grounds without permission.
Strategies					

Acknowledge all low level behaviours. Read the body language of the child. Consider your own body language. Use child's name to engage. Use reflective language... "I can see that... I notice... I am wondering... I imagine." Use empathy "I understand this is hard for you.... That must be really difficult." Match affect – use a low tone of voice. Consider sensory regulation (deep pressure). Remind children of the natural consequence to their behaviour. Ensure strong routines are in place	Continue to use low level strategies if appropriate. "What should you be doing now?" "Name, command, thank you." Ask "what?" not "why?" Give the child 2 choices. Maintain high expectations and boundaries. Remind children of school expectations. Use a sensory break for the whole class. Staff should use positive recognition to encourage and create a positive culture. Give time and space. Remember that children don't behave for systems; they communicate with people who connect, people who care.	Change of face - a different adult may break a cycle of crisis Change of place - offering a safe alternative space for the child can also break a cycle of crisis The child will be taken back to class when safe enough to engage. Continue to use anxiety and defensive strategies. Support and closely supervise. All crises should be followed up with a restorative conversation with class staff/SLT/pastoral. Logical consequence (see below). Class reset. Restorative conversation. Think reflection not reprimand.
Aim		
The purpose of these strategies is to ensure the child feels listened to, heard and understood.		The priority in a crisis is to maintain safety and calm the situation. Crisis situations may involve

We need to make the child feel safe enough to use their words.		the removal of stressors.
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We use **logical consequences** - Putting right what has gone wrong = Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed'), restorative conversations. Logical consequences will only work when the child is ready.

We **relate** by:

- Giving the child time to be ready.
- Staff working in the class, take time to ensure the child knows they have someone to talk to. "I am here, I can see you are struggling. How can I help you?"
- Zones of Regulation are taught discretely and each classroom has an area for children to reflect and take some time.

We finally **restore** by:

- Staff are trained to understand when children are ready to engage in a restorative conversation.
- Most restorative conversations happen within the classroom by the staff working in there. - A change of face may need to happen if the child is struggling to understand what has triggered their dysregulation.
- Giving the child time to be heard.
- Starting again with a fresh start.

Persistent Challenging Behaviour

Due to the complex needs and vulnerabilities of individual pupils, even after using relational strategies, challenging behaviours may still occur. At Grove House we believe that relationships make the difference and understand that these take time to develop. Where instances of persistent, challenging behaviour occur reasonable adjustments will be made. In the event of persistent socially unacceptable behaviour, where reasonable adjustments and school interventions have not yet led to sustained improvement in behaviours, the SENDCO - and where appropriate the Head of School - may meet with parents to discuss the following pathways to success in school.

Positive Behaviour Plan

Parents are required to support the school by attending a meeting to agree a Positive Behaviour Plan (PBP) for effectively managing challenging behaviour, together. The PBP is tiered and follows a graduated response - consisting of:

- Time given in Nurture to support their SEMH needs and to learn self-regulation strategies.

- A personalised timetable with regular check-ins with a key member of staff.
- Individualised De-escalation Strategies - bespoke to the individual children's needs.
- Parents have weekly check-ins with a member of SLT with the child present to discuss the successes of the week.
- All serious behaviour will be logged on CPOMs and shared with parents within the same day.
- Positive Handling Plan* - A plan that aims to reduce the use of physical intervention and in line with Team Teach practice.
- Risk Assessment - In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed. An Individual Pupil Risk Assessment (IPRA) identifies what measures can be put in place by the school to support the individual.
- In some cases, the use of a temporarily reduced timetable may be needed. This will be discussed with the parents and child and communicated to the local authority in line with guidance.

*See Positive Handling Plan Policy.