

Positive Relationships, Behaviour and Attitudes Policy

Acomb First School



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“No significant learning occurs without a significant relationship”

Dr James Comer

Acomb First School is a school built on a culture of respect for all. We live a belief of equality of opportunity and have an endless tenacity to remove barriers and allow our children and adults to succeed in life.

The way this is achieved is through relationships. Everyone involved at Acomb First School strives to ensure positive relationships; promoting self-esteem, self-worth and high expectations of ourselves and each other.

Our school core values are:

Whole community collaboration

Trust and Fairness

Commitment and Hard Work

Empathy towards others and a care for the wider community

Excellence and Enjoyment

Teamwork

“The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible. Every single day. Small, persistent and visible shifts in adult behaviour have an incredible effect on children’s behaviour”

Paul Dix

We all need to develop positive social, emotional and learning behaviours in order to thrive.

“Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ”

Duckworth & Seligman

At Acomb First School we follow three simple rules:

Ready

Respectful

Safe

These 3 rules are very clear and simple and the children have worked with us to create a list of what each of the rules mean at Acomb First School:

| Ready | Respectful | Safe |
|---|---|--|
| Sitting smartly | Follow the countdown signal | Use equipment carefully |
| Listening carefully | Fill other people's buckets | Use kind hands, feet and words |
| Magnet eyes | Let others speak and be heard | Walk around school smartly and sensibly |
| Equipment is organised | Smile | Stay safe online and if we have worries we speak to an adult |
| Our hands are empty when listening | Use kind hands, feet and words | Be aware of other's when playing |
| Positive attitude | Listen to others when they are speaking | Spread out in the yard and field to play |
| Follow instructions | Welcome visitors | If we are feeling dysregulated we can use a safe, calm space |
| Try our best | Let people through doorways | |
| Stand smartly and quietly in our lines. | Include everyone | |

| | | |
|--|---|--|
| | Always use our manners Be helpful Be generous with our time Support each other Look after our school and keep it tidy Complete our work to a high standard | Stay in the boundaries Stay safe on roads and paths when we are moving around on trips outside of school. If we are worried speak to an adult or use the worry box |
|--|---|--|

Everyone involved with Acomb First School is expected to know these rules and follow them at all times.

Adults in school will build strong, positive relationships with every child and adult within our community. They will role model the Steps to Success at all times and will visibly expect others to do the same. Anyone found to be struggling with the Steps to Success will be supported immediately, with an expectation of improvement.

All of our children have the right to:

- A safe space where everyone cares about their opinions and wellbeing
- Receive high quality, personalised learning which involves them, builds upon their successes, ensures progression and involves their parents/carers
- Have social, emotional and academic learning planned for them across the day with explicit feedback given (within the classroom, during transitions, on the playground)
- A strategic response to individual, group and cohort development with planned next steps
- Scaffolded support to learn the strategies needed to achieve our Steps to Success
- Have adults working with them who are observant, open, inclusive, understanding, patient and emotionally intelligent.

Every child deserves a Champion – an adult that they know will never give up on them. The key to great behaviour is meeting the individual need of the child. Remember: behaviour is a communication of need.

Through the acts of daily care, generosity of spirit and the genuine interest we show in each other, we will maintain a culture of kindness and respect.

Children bring their behaviour experiences from home into school with them; learned at home, rehearsed in their community and delivered to the school learning environment. By carefully shifting responses, adults in school can affect positive change to learning barriers.

We will:

- Identify the behaviour we expect
- Explicitly teach behaviour
- Model the behaviour that we are expecting
- Practise behaviour
- Notice excellent behaviour
- Create conditions for excellent behaviour to be achieved by all.

Changing the way that we react to emotive situations is difficult. We all need to challenge each other if we see behaviour which doesn't mirror our agreement. There is one proviso ... challenge should always follow our culture of kindness; it should not seek to degrade or embarrass.

Children will receive public positive praise when they are genuinely seen to be following the Steps to Success. Praise should always be specific, targeted and sincere.

We can help dysregulated children by:

Remaining calm

Being curious about what their behaviour might be communicating

Empathising with their feelings

Listening, listening and then reflecting back what we have heard including naming feelings

Asking yourself what the learning opportunity might be

Once they are calm, engaging the child in that learning, without censure or judgement.

Friday afternoon Celebration Assembly

Year Group Newsletters (printed for children who are celebrated)

Conversations with parents/carers on the playground

Dojo points (used only to work towards whole class target)

Phone call home to one family per week (+ more where appropriate)

Praise Postcards

Every member of staff will greet others in school with a "Good morning" or "Good afternoon", using names where possible. Class teachers and TAs will greet each of their children individually as they arrive to school; asking how they are and really listening to the responses received. Children will be shown that we care about their wellbeing. Time will be given to support any child who needs some 'talk time' when they arrive in school.

"There is no alternative to the hard work; building relationships with those you would rather not, resetting expectations for those who trample them, being relentlessly positive and retaining a poker face when confronted with challenging behaviour"

Paul Dix

When a child is not following the Steps to Success, they need our support and understanding. Conversations should follow a script and adults should remain calm and professional at all times. This must be consistently applied by all adults at all times. This will allow children to feel supported, secure and valued.

Children must be praised publicly and reprimanded in private. Adults will always be calm, consistent and fair in their treatment of children, parents and colleagues. Adults will never shout and will avoid becoming emotionally charged. They will model self-control through their calm approach and deal with individuals fairly.

Adults must always use a gentle, measured approach when a child is not following the Steps to Success; referring to the child by name, lowering themselves to the child's physical level, making eye contact, delivering the required message, and then allowing the child time to consider what has been said.

Following on from an incident where the Steps to Success have not been followed, it is imperative that the adult who initially dealt with the incident (supported by a colleague/SLT member if appropriate) should conduct a restorative conversation. This helps to ensure that relationships remain positive and that the child can evaluate and reflect upon their choices and the effect of those choices upon others.

When we see behaviour that is not following our Steps to Success, it must always be challenged – never ignored.

These short sentence stems help to make assertive requests without detracting from learning:

1. You need to ... (stand up and come outside for a chat please)
2. I need to see you ... (doing as I have asked)
3. I expect ... (to see you lined up with the rest of the class within 20 seconds)
4. I know you will ... (help Mrs Powell to tidy up the pencils)
5. Thank you for ... (making the correct choice and following my instruction so well)
6. I have heard what you said, now you must ... (put down the iPad and join the class on the carpet)
7. We will ... (come out to the playground again later and you can have a turn with the ball then)

When there is more time, scripts that can be used are:

1. You need to understand that every choice has a consequence. If you choose to do the work you have been asked to, that will be fantastic and you will then be able to read a book. If you choose not to do the work, I will need to let your mum know and you will have to complete the work at home. I'll leave you to make your decision.
2. I need to see the Alfie that I saw yesterday – you remember the one that helped me to tidy up so well? That's the Alfie you can be all of the time.
3. I expect your behaviour to improve. At the moment, your behaviour is disruptive/damaging/dangerous. I know you can make the right choices and improve it.
4. I know you will fix this behaviour. I'm not leaving. I care about what happens to you and I know you're going to be brilliant again soon.

5. Thank you for stopping shouting out. What effect do you think you shouting out had on the lesson?
6. I have heard what you said, now you must sit on the carpet as I have asked. We can use the iPads again next lesson.
7. We will walk together to PE so that I can see the beautiful walking that I have seen you do so many times before.

If a child turns away from you while you are delivering a script, you should continue to deliver it. If a child needs to regulate, say "I will come back when you are calmer and ready to listen". Choose your moment to deliver the script. Children will see that you are not serious if you are not consistent. Scripts depend on the build-up of emotional currency and are not a magic spell. Be deliberately bothered.

"Punishment is not a good teacher. It is scattergun, random and disproportionate. Restorative approaches teach behaviour. Simple.

In between your truth and their truth is THE truth"

Paul Dix

For children who consistently struggle with their behaviour management, punishment places pain on top of their problems. It is unfair to inflict punishment upon children who are facing challenging circumstances in their lives. We must consider what children are coping with in their daily lives. We must search for what they need to succeed - not what we believe they deserve for their wrong doing.

When a bad choice has been made, there must be time to think about the action and a discussion around how it is to be corrected. The 'severity' of the punishment needs to be in line with the choice and the effect on others. Punishments should not be overly severe and they should be agreed by the adult and child as the appropriate way to address the consequence.

Simple impositions will be used to the greatest effect. If, for example, a child has not completed a task due to poor behaviour choices, the teacher may ask the child to complete it quickly at break/lunch or ask for it to be completed at home. The adult should communicate this with the parent in a short and measured manner. If the task is not completed, a teacher must meet with the parent.

Stepped sanctions should:

Have a gentle approach
Use a child's name
Be down at the child's level

Make eye contact

Deliver the message calmly

Walk away

1. Adults will use the stepped sanctions in the following order:

Reminder (privately remind the child of the Step to Success that they are breaking):

"I notice that you are calling out after I've asked for hands up. You're not following instructions. Please put your hand up. Thank you for listening."

2. Warning (privately reprimand the child and remind them of the Step to Success that they are breaking):

"I have noticed that you are being unkind to Jacob. You are not being kind and respectful. Do you remember when you helped Amy when she fell over? That's the Ali that I need to see today; the kind one. Thank you for listening."

3. Space to cool off in the classroom (the child should spend 2 – 5 minutes calming down with an appropriate manipulative – timer, stress toy etc.):

"I have noticed that you chose to throw the scissors across the carpet. This isn't keeping others safe. You have now chosen to sit in the cool off space. I will come and speak to you in two minutes. Thank you for listening."

4. Space to cool off in another class (the child should take some work/an activity with them for a 10 minute period. The child should be escorted to the classroom by an adult in silence. The other class teacher should welcome them and not comment on why they are there):

"I have noticed that you chose to continue using rude words. You are not being kind and respectful. You have now chosen to go and sit in Mr Ahmed's classroom. I will speak to you at the end of the lesson. Thank you for listening."

5. Removal to a member of SLT (the child should take some work/an activity with them for a 30 minute period. The child should be escorted to the Leadership Room by an adult in silence. The SLT member should welcome them and leave them to complete their work/ regulate quietly):

"I have noticed that you have now chosen to scribble all over your book. I will now contact Mrs Harris and you will need to complete your learning with her. I will speak to you when you return. Thank you for listening."

If the Steps to Success are not followed out on the playground, adults must follow the stepped sanctions above, adapting steps 3-5:

Step 3 – stand by another staff member

Step 4 – sit on the bench

Step 5 – go inside to a member of SLT

In all of our learning, we need to practise and develop helpful behaviours. For behaviour, we must learn and practise to RECOGNISE, REPAIR AND RESTORE.

The positive relationship that we have developed with the child ('botherdness') is best used in a restorative conversation when teaching better behaviour or making better choices. Punishments do not teach better behaviour.

The discussion during a restorative meeting is not a prelude to an apology. An apology is nice, but only as a genuine recognition of the poor behaviour choice and the impact of that choice on themselves, others or learning.

A restorative meeting should take place as soon as possible after the incident and should follow these rules:

- Don't sit behind a desk
- However irritated you were/are with the behaviour, do not show it. Focus on the outcome that you want.
- Make sure you have time to restore, redraw and repair effectively
- Have a drink of water ready for the pupil if they are still deregulated
- Leave the door open
- Share your own reflections
- Do not use judgemental language
- Do not allow any interruptions
- Stick to the matter at hand. Do not bring up other issues
- End the meeting positively and show that you still care

You must use 5 questions as part of the restorative process. You should choose which ones are relevant to the individual child/incident carefully from the following:

What happened? (Listen carefully without interrupting. Give your account calmly after. Go slowly and tread carefully)

What were you thinking/feeling at the time? (It may not be obvious to the child that their initial thoughts/feelings may have led to them making poor choices) What have you thought/felt since? (This is the opportunity for attitude change, explanation shift or possible apology. You may need to help gently tease these responses out)

How did this make other people feel? (In the aftermath it is important to shine a light on this. They may not have noticed the audience originally)

Who has been affected? (If the child struggles here, give them some suggestions. You are teaching them to use their conscience. Make a list of those affected)

How have they been affected? (The child needs to understand that their behaviour can have an impact on others)

What should we do to put things right? (Do not demand an apology – a forced apology is worthless. This is where an agreed consequence can be discussed)

How can we do things differently in the future? (Here we can teach the child different strategies to help them improve their behaviour choices)

It is important that once an incident is dealt with, the child has the opportunity to move on. They should not be spoken to about the same incident by other adults and we should never tell someone else about the poor behaviour choice/incident in front of the child.

It is important that adults seek support from colleagues if they need it – but their responsibility to the child remains the same. The best way to disempower an individual is to pass over responsibility to a 'higher power'.

At Acomb First School we use CPOMS to record our concerns and actions. This system is for the transfer of information, not for the transfer of responsibility. It is to make a record and undertake analysis over time. Incidents should be professionally and objectively written, detailing the facts and not our own emotions/opinions.

Relationships with children and their families are key. Communication is vital to these relationships.

If you are concerned about a child's behaviour or wellbeing, please complete an SLT referral form and you will be signposted to the correct support.

At Acomb First School, we offer:

Elsa

Be You

SEND support

Referral to outside agencies