

Rock Ferry

Primary School



Relationships & Behaviour Policy March 2024

Date Agreed/Adopted by Governors:

Signed:

Date Shared with Staff:

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Our Core Framework

Mission Statement

Developing positive minds that lead to positive futures.

Vision

To be the best we can be.

Core Values

Be Kind
Be Safe
Work Hard
Never Give Up

Aims

This policy aims:

- To develop a culture of kindness, embedded in unconditional positive regard and fostered by genuine acceptance, empathy and resilience.
- To ensure that through building strong relationships with the children and with all adults responding to behaviour consistently, we will see positive improvements in the behaviour of our children.
- To create a culture of excellent behaviours, attitudes and relationships.
- To ensure that all children are treated fairly, shown respect and encouraged through good relationships
- To help children have an understanding of their behaviour and learn to manage and be responsible for outcomes.
- To recognise children's positive behaviour choices, through a range of routines and practices
- Outline the expectations and natural outcomes of behaviours and consistently apply systems to reinforce this
- Define what we consider to be unacceptable behaviour and attitudes, including bullying and discrimination
- To give pupils first attention and importance to positive rather than negative behaviour.

The aims of this policy will be met by everyone observing our core values of:

Be Kind

Be Safe

Work Hard

Never give up

Purpose of the policy

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

- Support them to recognise their emotions, feelings and behaviours
- Positively reinforces positive behaviour
- Promote self-esteem and self-regulation
- Develops and understand the impact of trauma & attachment on behaviours
- Teach appropriate behaviour through positive interventions, relationships and trauma informed practice.

Our Approach

All school staff at RFPS use a consistent attachment-based approach where relationships are central. All staff recognise that children communicate their needs via their behaviour. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions.

In our school, all children are offered compassion, and co-operative learning with a caring, supportive adult. Teaching staff will avoid any action, which lead to intentional shaming or humiliation of the child. Outcomes will never involve removing a previously earned reward.

For all behaviours, every child and adult will receive calmness, kindness, connection and co-operation to enable learning and the building of empathy and esteem for themselves and others.

Key understanding that is shared by all staff (the foundation stones of supporting social and emotional development)

Basic physiological and emotional needs (Maslow's Hierarchy) must be met before a child feels safe enough to relax, play and learn.	Particularly vulnerable children (e.g. SEN/LAC) may not behave in line with chronological age and observed behaviour indicates the child's developmental stage.	If children have no other option, they will quickly move into flight/fight/freeze or flop mode, and this is the only option available to them in this moment.	Adult communication with children is key to raising self esteem
Positive behaviour and emotional regulation need to be explicitly taught across school	All staff need to consistently demonstrate that they care and can be trusted.	Children are best supported through strong staff & parent connections.	ALL children are vulnerable and a distinction is made between 'vulnerable' and 'particularly vulnerable'.
All staff need to be well regulated as raised voices, angry faces and body language create fear and stress.	Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.	Acknowledging and taking responsibility for actions can only be done when we are calm state, whatever our age.	Children may not be able to read social cues or deal with strong emotions without adult support.
Our relationships with children involve an unequal distribution of power and responsibility, and therefore, the adult is responsible for connection, attunement, boundaries and navigation.	When a pupil has maladaptive ('challenging') reactions, the cause of the problem does not lie with the pupil, but is a product of the interaction between the adult and child.	Regardless of causal factors, the adult's responsibility is to create an optimal learning environment for each and every child.	Building a threat-free, safe environment where adults are in charge and takes full responsibility, children are free from the burden of having to keep themselves

			physically and emotionally safe.
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Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

All staff every day will:

- Meet and greet children at the classroom door.
- Refer to Be Kind, Be Safe, Work Hard, Never Give up- the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson (eg hand up/count down from 5 that will be used across the school and a positive recognition board will be used in every classroom).
- Be calm and "give take up time" when going through the steps; connect and prevent before outcomes. Engage in meaningful and proactive restorative follow up conversations to negative situations.
- Follow up every time, retain ownership and engage in reflective conversations with learners.
- Use the language of emotional self-regulation to discuss behaviour with children, encouraging pupils too reflect on how they can learn successfully and the support they need to do so.
- Co - regulate and model self- regulation when appropriate.
- Record all incidents on CPOMS.
- Gauge when to intervene or walk past learners who are displaying dysregulated behaviours; be available to support these learners, if you gauge that it's the right thing to do – sometimes too many adults overwhelm or worsen the situation

Band Leaders/UPS teacher/Pastoral Support

- Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners
- Meet and greet learners at the beginning of the day.
- Be a visible presence to encourage appropriate behaviours & relationships.
- Support staff in returning learners to learning by sitting in a restorative meeting and supporting staff in conversations. As children get used to describing and understanding their feelings, using the Zones of Regulation, support children with strategies to cope with regulation that feeling.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of positive notes and positive phone calls home.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence across the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Support staff and pupils by modelling and engaging in meaningful restorative practice

Pupils will:

- Be Kind
- Be Safe
- Work Hard
- Never give up

Parents / Carers will:

- Encourage independence and self – regulation, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships and regular communication with the school and support the school in the implementation of this policy.

- Make school aware of any changes at home that might affect their child emotionally
- Make children aware of appropriate behaviour in all situations and to be aware of the school core framework and expectations.
- Recognise their children need support and guidance to keep emotionally well and to develop positive relationships.

School behaviour curriculum

Key desired behaviours that all staff promote and encourage

- We move around school calmly and quietly.
- We share our space happily and respectfully.
- We can recognise our feelings and know ways how to calm ourselves down.
- We need to put things right when we are calm.

Consistency of approach

In implementing this Relationship and Behaviour policy, Rock Ferry Primary School emphasis the need for consistency.

- Consistent language and consistent response: simple and clear, calm expectations reflected in all conversations about behaviour, which are always conducted in a calm manner.
- Consistent follow up ensuring “certainty” at the classroom and at senior leadership level. Teachers taking responsibility for behaviour interventions, seeking support but never simply delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent restorative follow ups & outcomes : defined, agreed and applied at the classroom level as well as established structures for more serious incidents
- Consistent expectations: referencing and promoting positive and kind behaviour
- Consistent respect from the adults: even in the face of dysregulated learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced rituals and routines for behaviour around the school; in classrooms, around the school and at the school reception
- Consistent environment: code of conduct evident of our values, systems for supporting emotional and behaviours evident in all classrooms

Responding to behaviour

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

Pillars of our behaviour policy (Appendix 1)

- Unconditional positive regard
- Calm, Consistent adults
- Relentlessness
- First attention for best behaviour
- Scripted interventions
- Restorative follow up
- Trauma informed approaches

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

High quality behaviour for learning is underpinned by relationships, planning and positive recognition.

The Core Framework must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

- Meet and greet at the door.
- Model positive behaviours, calmness and focus on explicit building of relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Relevant and frequent teaching of PSHE (or similar) skills to build resilience and emotional literacy including My Happy Mind and Crew Circle time
- A mechanism for positive recognition is used in each classroom throughout the day (also see below).
- Refer to core values in all conversations about behaviour.
- Be calm, kind and give ‘take up time’ when going through the steps. Connect and prevent before outcomes- reminders, modelling, 30-second chats, distraction, and co - regulation.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.

- Natural outcomes should be appropriate and carried out only once the child is calm and following our restorative practice guidance.
- Trauma informed practice throughout the school.
- Clean, inviting purposeful environment, adult supported transitions, keeping to the agreed timings and systems for end and beginning of sessions- punctual collection times, fantastic walking everywhere.

Expected Trauma sensitive strategies to be used across school are:

- Sensory snacks and movement
- Physiological needs checked and responded to
- Awareness of and appropriate response to emotional states
- Awareness of and appropriate responses to signs of low level stress
- Knowledge and understanding of the child's back story
- Strategies and resources to support executive function, e.g. visual timetables; visual timers, emotional check ins
- Visual reminders of expected behaviours
- Acknowledging positive behaviours and emotional control, particularly small successes with particularly vulnerable children.
- Consistent use of the Zones of regulation to help model and support children to recognise emotions and self-regulate.

Safeguarding

The school recognises that behaviour is communication, and changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a change in pupil's behaviour or mood may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information, which can be found on the school website.

Responding to good behaviour

Positive recognition (see appendix 2)

Rewarding positive behaviour is effective only when children understand when and why they are being given it and that all staff apply this consistently, e.g. giving specific, descriptive praise: *“I liked that you asked for a break when you needed it,” “This week I am looking for everyone using please and thank you”, or ‘Can all staff on the yard support Ben to develop his skills in following two-step instructions as this is his class target., ’*

Recognition boards in classes are used to support this, along with individual plans and targets.

We actively encourage children to know the right thing to do by maintaining boundaries and staff are expected to be firm, calm and consistent in their approach and explaining the outcomes of our actions both positive and negative.

Rewards should be relational in nature and three-dimensional if possible (not screen-based, but interactive and physical/sensory whenever possible). e.g., playing a game with an adult; having a drink of juice with an adult; helping an adult to do a task; choosing a peer to play/do a chosen activity with; working with a Buddy.

Examples of rewards

- Relational activities, as above
- Verbal acknowledgement and specific praise of good behaviour through gratitude statements
- Special mention in school assemblies , use of recognition board, use of dojo points
- Positive messages communicated to parents e.g. positive notes home; letters ,dojo message, certificates
- Individual reinforcement such as a visit another member of staff to celebrate
- Responsibilities around the school e.g. helping the office staff, helping F2 PE lessons
- More subtle forms of praise for pupils who find overt praise difficult to accept
- Recognising and celebrating achievements whilst in and out of school- shared on school and class dojo, assemblies and twitter feeds
- Spontaneous ‘recognition chant’: ‘Stop everybody! Great work here from Cody! Let’s do the Chant to show our appreciation!’ (Should take no longer than one minute), Dough Disco Dance.

Raffle tickets, sticker charts, iPad time etc., are used sometimes but ‘rewards’ of this nature may exclude many children and if they are used, particularly vulnerable children may need

to have the incentive adapted to suit their stage of development .They may need a totally different system to suit their development e.g. much smaller rewards over a shorter time frame e.g. across a half hour session rather than a morning, or a morning rather than a day, a visual points or positive award chart. These will be developed with our Inclusion manager and other leaders when appropriate.

Responses and natural outcomes.

“Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child”
Paul Dix

1. Responses/Natural Outcomes.

Although actions do have consequences, children are not always acting out of choice, they are sometimes unconsciously engaging in survival behaviours. Therefore, caution should be used with the word ‘choice’.

A ‘Connection before Correction’ approach is used, so the priority is always on repairing the relationship and establishing emotional safety. Using any sanction is effective only if children are clear about why it has been given and that it is given after they have a chance to reflect on their behaviour when they are in a calm state.

Behavioural responses should not be presented visually or referred to again after they have been applied.

Outcomes should only be applied when the pupil is regulated and able to reflect upon their behaviour.

Outcomes never involve taking away a previously earned privilege or intervention time or missing completely a curriculum entitlement.

Staff avoid any action, which leads to shaming or humiliation of a pupil. The developmental age and specific needs of the pupil will be considered when deciding appropriate outcomes, as will the child’s physical and emotional state at the time. A ‘one size fits all’

approach is not appropriate and this should be kept in mind when deciding upon an appropriate natural outcome, as outlined below.

It is still important that pupils be supported to understand that inappropriate behaviour has outcomes

An example of natural outcome might be:

Behaviour	Outcome
Pupil disrupts activity or behaves in a way that makes other pupils feel unsafe.	<p>Pupil has a break away.</p> <p>Pupil is guided to their 'safe place' to help with self - regulation and time allowed to de-escalate</p> <p>Pupil is supported by an adult to reflect.</p> <p>Pupil apologises to the group for his/her specific actions and carries on with the activity.</p>

Practical Guide for connection, prevention and restorative responses: (see appendix 3 for guidance)

Engaging with learning is always the primary aim.

For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should always and consistently in every lesson be praising the behaviour they want to see. Staff, in the vast majority of situations, will deal with behaviour without delegating.

All learners must be given "take up time" in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Step 1 - Redirection

Positive reinforcement of other children around them "X thank you for focusing on me and stopping talking when I asked"

Use of recognition board, personalised to a pertinent focus for the class

A visual cue to the child that you want them to make a good choice this could include

- a 'look'

A visual point / prompt to what you expect.

Step 2 – Reminder (see appendix for script)

A discreet reminder of the expectations of our core values or specific guidance ("Drive by")

The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) If appropriate, make links with the zones of regulation.

Praise them when they positively change their behaviour, acknowledging the positive change.

Step 3 - Warning (see appendix for script)

If the behaviour persists:

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining possible outcomes if they continue.

The learner has the choice to do the right thing.

Learners will be reminded of their good previous conduct to prove that they can make good decisions.

Scripted approach at this stage is encouraged for consistency.

Make links with Zones of Regulation.

Praise them when they positively change their behaviour acknowledging the positive change.

Step 4 - Outcome

If the behaviour still persists:

- The learner is asked to speak to the teacher away from the others.
- Boundaries are reset – child is informed there will now be an outcome

- Learner is asked to reflect on the next step. Again, they are reminded of their previous positive conduct/attitude/learning. (Zones of regulation/ Recognition board can be used.)
- Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can be guided go to a time out /space in the classroom/ time with buddy adult to reset (3- 5mins in general should be enough) .

Child then may be asked to make up time for missed learning or to have reflection during part of their playtime – time allocation is age appropriate.

An adult from the class or year group will oversee this and ensure a short reflection conversation takes place. If other children are involved time by be used to lead a restorative conversation with the group and encourage the perpetrator to put things right.

If a child misses part of their playtime, the adult is responsible for logging the incident on CPOMs – under behaviour category.

Class teacher to inform parent at the end of the day / send a dojo

Step 5 Team Support/Internal Exclusion

If a learner refuses to engage with class teacher support and natural low level outcomes:

The pupil may be asked to go to their parallel partner class or buddy teacher to work

Lunchtime or some of lesson time with SLT If the behaviour escalates or persists– If the child refuses to move then band or behaviour leader is asked to support.–If necessary the learner may need to work away from their class with a member of SLT during that day for reflection and restorative follow up if more persistent or unsafe behaviour continues.

This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved and explore self- regulation strategies and /or causal factors.

Sometimes lessons / space / timetable may be adjusted to support the child

Whenever an adult is called, staff are to log incident on CPOMs – under behaviour category. The Adult who dealt with the initial stages of behaviour will start the log.

A Behaviour Support plan (Appendix 4) will be formulated and applied using the Assess-Plan-Implement – Review cycle.

Parents will be informed and a meeting with class teacher/ band leaders/senior leaders (as appropriate) may be needed to look at underlying causes, triggers and support needed).

We will consider what additional in house programs or external support is needed – e.g. Brighter Horizons, MHST, ELSA, Pathway referrals or Early help.

For some behaviours, this stage may be reached immediately. These behaviours include:

Sexist / racist / homophobic attacks

Targeted unkindness or bullying

Foul and aggressive language

Physical aggression towards a peer or adult

Verbal aggression towards a peer or adult

Deliberate damage to school property or unsafe behaviour.

Persistently refusing to follow instructions and/or intentionally leaving classrooms in order to disrupt learning around school.

Staff will use their judgement to decide which behaviours are as a result of unconscious “fight/flight/flop” reactions and which are choice. As set out above, we use the term choice very carefully. And explore and assess each incident individually

Stage 6 – Violent or extreme patterns of behaviour

The following non-negotiable behaviour may result in a fixed term suspension or permanent exclusion.

- High level targeted, physical aggression towards an adult or child

Persistent patterns of behaviour that makes other children or adults unsafe.

- Repeated patterns of aggressive behaviour or bullying towards an adult / child
- Deliberate and destructive behaviour around school.

Unsafe behaviour such as climbing over fences and leaving school grounds.

We will help individual pupils develop an understanding of consequences when actions negatively affect others. Confiscation of inappropriate items for instance, can be given by class teachers acting in accordance with ethos of the school and the guidance from part one of Keeping Children Safe in Education 2018.

When discussing behaviours/reaction we refer to the health and safety and the impact the situation may have had on all involved or nearby.

Discussion should follow an event, when the pupil is regulated and able to reflect upon their behaviour.

Where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example, they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted. After discussion with a child it is important to repair and move attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Restorative practice scripts will be used to support this.

Restorative conversations

Pupils are encouraged to talk thoroughly about significant incidents so that solutions can be found which prevent high emotional reactions.

In doing so we aim to ensure that pupils maintain positive relationships and make good choices about how to deal with a range of situations. In class, teaching and learning approaches maintain reflective strategies so that pupils developing an understanding of how they learn, when they are finding something challenging and what to do when this happens.

Before, during and after a pupil completes lost learning or reflection or reparation, it is important to repair and restore the staff-pupil relationship if this is necessary. Staff should praise his or her behaviour at the first opportunity to shift attention in a positive way.

Rock Ferry Primary School also develops a Growth Mindset approach throughout school, encouraging pupils to embrace mistakes as a learning opportunity, which will support their development.

RESTORATIVE CHAT SCRIPT APPENDIX 5 & 6

Positive handling/Physical Restraint

A Positive Handling policy is in place to provide staff with the correct guidance with regards to the use of reasonable force. Members of staff are only expected to use reasonable force in exceptional circumstances where not to do so would place any pupil at risk of significant harm.

Other outcomes may include:

- Cautionary advice
- Educational intervention
- Reporting to parents
- Support in school from the Community Police
- Involvement of social care
- Enhanced supervision
- Restrictions on movements within the school
- Suspension

Exclusions and alternative provisions

In exceptional circumstances, when the behaviour of individual pupils places others at risk of harm then exclusion procedures may be implemented in line with DFE guidance. A decision to exclude a child for a fixed period is taken only in response to very serious breaches of our rules or where their behaviour means that it is not safe for them, or for staff or other children, to remain in school at that time. The Headteacher will decide on the length of exclusion and whether it is to be fixed term or permanent.

This final decision will be made when all probabilities and basic facts of the incident have been established. It will usually be the final step in a graduated process for dealing with incidents in line with our policy, and following a wide range of other strategies, which have been tried without success. Although, in very rare circumstances, exclusion may be taken as an immediate consequence to a very serious incident.

Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the

exclusion and before the child returns to school at a reintegration meeting. Exclusion is always a very last resort.

School also works closely with the Inclusion Team service at Wirral Borough Council in order to plan appropriate arrangements for pupils who require alternative provision to reduce the risk of permanent exclusion. School has the legal right to direct a child to Alternative Provision if they feel it will support their emotional needs and prevent exclusion.

Alternative provisions offered include behaviour support centres where pupils attend for a minimum of six weeks. They remain on roll and their progress is monitored by the inclusion manager in liaison with staff at the centres. During this time, practice is shared between settings to ensure that individual needs are met and specific support is directed.

Occasionally, for pupils with significant Social, Emotional and Mental Health Difficulties, an Education, Health and Care plan may be requested. This is coordinated by the Inclusion Manager Mrs Booth.

Staff training

All staff have accessed training in Pivotal behaviour rationale, self-regulation approaches and trauma and attachment sensitive practice. The school holds an Attachment and Trauma Sensory School Award at Silver Level. This equips them with the ability to discuss behaviour with individual children and find solutions that enable pupils to manage their own behaviour effectively and make good choices.

All staff have been trained on using the Zones of Regulation as a consistent approach for help children self-regulate.

Whilst these approaches can be used by all members of staff, we recognise that individual children may require an individualised approach from staff. This is coordinated by the Behaviour Lead or Inclusion Manager and may require consultation with outside agencies such as an Educational Psychologist. When outside agencies are involved and provide guidance or advice, this information is shared with key members of staff to ensure that appropriate provision is made for pupils in school.

Key staff across the school are also trained in Team Teach positive handling approaches.

Pupil support systems

We implement a wide range of support systems for pupils who are having difficulty in achieving successful behaviour for learning. Some of these include the following;

- Ginger's time to talk social language group
- Individual reward systems or tracking systems
- Individual staff buddies
- ELSA led by a trained practitioner
- MHST support – Mood and Mind groups or low level 1;1 support
- My Happy Mind intervention
- Thumbs Up Resilience skills sessions
- Brighter Horizons counselling service
- Sensory snack and circuits
- Alternative playtimes
- Yoga and Mindfulness
- SEMHD interventions such as Drawing and Talking, LEGO therapy
- Daily emotional check ins
- Peer support i.e. friendship circles, designated buddies or play leaders
- Three times a week Crew Circle time
- Social stories
- Next Steps card
- Use of Apps such as Head Space , Go Noodle, Heart math
- Extended Play sessions

Supporting pupils with SEND

As with all children, for pupils with SEND their behaviour is a form of communication and the meaning behind this communication might not always be clear. Children who are

showing challenging behaviours might find it difficult to understand and communicate their needs or feelings in a calm or clear way. It might be because they:

- Are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.
- We use our trauma informed practice to support this.
- Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.
- All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's one-page profile and Behaviour Support Plan. For children in EYFS it would be helpful to have pre- birth understanding through liaising with parents and carers.
- Teachers need to use individual plans to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focusing, taking away their playtime could be detrimental.
- Behaviour scripts and systems can be adapted to suit the needs of individual pupils.
- If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their plan, which will be monitored by the Inclusion Leader. A child's triggers for behaviour need to be on their plan so that everyone can be aware of these.
- Teachers who are preparing their classes to be covered by someone else must ensure plans and adapted approaches are left out and/or communicated with covering teachers /adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.
- Behaviours that children with SEND that might exhibit to try and communicate with you:
 - Work avoidance - this might be because they have not understood instructions or require reassurance that they are doing the right thing.
 - Focusing their attention on the adults - following and asking repeated questions this might be for more reassurance that they doing the right thing or that they are liked.
 - Need to move around
 - Need to have a sensory break

Pupils with an Education, Health and Care plan (EHCP)

- The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.
- If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Managing Pupil Transitions

We understand that moving up to a different class or between schools can be a stressful time for children and we aim to ensure that the level of support required is provided to individual pupils. Our Inclusion Manager coordinates the transition of all pupils with additional needs between settings. All classes engage in transition sessions in the summer term in order to meet their new teachers and experience their new classrooms before they begin there in September. Pupils with SEND are provided with an appropriate number of additional sessions and support to develop their understanding such as visual transition booklets and social stories.

All EYFS pupils are provided with a Rock Ferry Primary School welcome booklet so they are introduced to the school environment and routines prior to admission.

Relevant members of staff liaise with staff at secondary schools and nursery settings prior to transition to ensure that information is shared effectively in order to plan the most appropriate provisions. For different pupils, transition packages may include visits to settings, transition-planning meetings, attending EHAT meetings or EHCP reviews and linking with SENCos. We are happy to consider flexible arrangements to enable the most positive transitions for pupils.

Working with families

At Rock Ferry Primary School, we understand the importance of working together with families to ensure the best outcomes for our pupils. If the behaviour of individual pupils becomes a concern then we will meet with parents and/or carers at the earliest opportunity in order to plan effectively. If families require additional support, then we can offer this through the Schools Pastoral Team or LA Early Help Service.

Continue to develop and foster close working relationships with families where they feel comfortable to share information from home that may have effect their child's emotional and educational wellbeing.

The Power to discipline beyond the School Gate

“Whether to discipline children regarding behaviour outside the school gates is at the Headteacher’s discretion (or at the discretion of staff authorised by the Headteacher) “
In conjunction with DfE guidance.

Outcomes may be applied where a pupil has ignored our code of conduct off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

If outcomes are deemed necessary, they will be applied in line with the Behaviour Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents’ responsibility to ensure that they are well behaved outside school hours and in particular on their way to and from school.

Statutory Information:

Searching pupils

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, including vapes
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize

any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

Online conduct

The school can explore and impose a consequences and further education to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the [Headteacher or designated member of senior leadership will make the report.]

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce outcomes as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information, which can be found on the school website.

Please also refer to the Brooks Traffic Light tool, which can be found with the designated safeguarding lead – Ms S Radley, Headteacher.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to respond to the matter in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Mobile phones

See separate Mobile phone policy

Parent concerns

If a parent is not satisfied with the outcomes applied to their child then they should take the following action:

- Contact the child's teacher – either in person or call the school office.
- If this is not successful, the next step would be to arrange an appointment with the teacher / band leader.
- After this, the concern would be discussed through an appointment to see the Assistant Head, Deputy Headteacher or Headteacher.

- If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should refer to the school's complaints policy, which can be found on the school website.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the governing body of Rock Ferry Primary School at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher and Chair of Governors

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Positive handling policy
- Mobile phone policy
- Anti bullying strategy

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for Headteacher and school staff, 2016](#)
- [Behaviour in schools: advice for Headteacher and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- This policy is to be read, and applied in conjunction with, the school's safeguarding policy 2022 and Dr Jenny Nock's and Rock Ferry Primary School's Trauma Informed Practice Guidance 2023.

Both documents can be found on the school website.

Pillars of our behaviour policy



- Unconditional positive regard
- Calm, Consistent adult
- Relentlessness
- First attention for best behaviour
- Scripted interventions
- Restorative follow up
- Trauma informed approaches

Our Core Framework

Mission Statement

Developing positive minds that lead to positive futures.

Vision

To be the best we can be.

Core Values

Be Kind

Be Safe

Work Hard

Never Give Up

Positive Recognition

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'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.'

Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show and go over and above.

Ways that children will be recognised for doing so:

Headteachers tea party

Children consistently going 'over and above' or showing fabulous progress in attitudes will be invited to have juice and a biscuit with the Head Teacher on some Friday afternoons - it needs to be sincere high-level recognition to ensure it is not devalued.

A Positive Note Home/Letter Home from Headteacher

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' may be written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

Relational / 3 dimensional rewards

E.g. a jigsaw with a friend, extra time to chat to a buddy teacher

Classroom plan

	Steps	Actions
1	Redirection / Reminder	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our code of conduct and core value – Be Kind, Be Safe, Work Hard, Never Give Up. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour, as a result of the reminder.
2	Last Chance	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour
3	30 second script	If the pupil still does not engage, use the 30-second script. (attached), 'Stay behind two minutes after class.' to this step. These two minutes cannot be removed or reduced.
4	Time out / Cool off	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area in the classroom, e.g. calm corner; table in the corridor; possibly the sensory room or with Buddy teacher
5	Restorative conversation	(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
	Support Step	Step In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised plan for certain children identified with behaviour, as an additional support need.

30 Second Script

"I noticed you are (wandering around the classroom chatting)

"You are not showing our school value.....(be kind)

"You have chosen to(stay behind at playtime to catch up with work)

"Do you remember when

Restorative Questions

What happened?

What were you feeling / thinking at the time?

What have you thought since?

How did this make other people feel?

Who has been affected and how?

ROCK FERRY PRIMARY SCHOOL Behaviour Plan

Child's Name: _____ Class: _____

To be completed by the people that know me best – Please add to and amend with each incident, copies of this document should be given to LB.

Date:	Date:
Triggers/Bucket Fillers/Stress Factors	
Signs:	
Strategies: To include name of buddy staff member: a person I trust that I have chosen (the child may need help and support with this) – please include dates of adaptations and additions	
Next steps/Review/Impact:	

Signed: _____ Date: _____

Appendix 4

**Building Relationships are at the core:
Empathy, Compassion, Nurture, Trust.**

- Individual plans for distressed children
- Individual Behaviour logs
- Tighter PCPs
- Every child who becomes distressed needs a PCP which is regularly reviewed and written in conjunction with the child
- On the reverse of this is a behaviour plan, which should be completed by the person who knows the child best.
- The plan should be reviewed, as necessary, but at least every half term
- A file should be kept in the classroom to include this document, behaviour logs and the PCPs

For information on completing a PCP, please see

Staff Shared area/Person Centered Planning
Creating a PCP (KS2)
Creating a PCP (EYFS/KS1)

All children in your class will complete this pack.

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder:

I noticed you (noticed behaviour).

This is a reminder that we need to be (Kind, Safe, Working Hard, Never Giving Up)

Can you now refocus?

Thank you for listening

Warning:

I noticed you (noticed behaviour)

This is the ____time I have spoken to you.

If you do this again you will move to the table at the back/outside. This will also mean you may have another outcome.

(learner's name), do you remember when _____ (model of previous good behaviour)?

That is the behaviour I expect from you.

Think carefully, I know that you can do this. Think of all the strategies that you know can help you. (name/ask the child to name strategies they know) Thank you for listening.

Logical/Natural outcome – instead of Consequence/calming time

I noticed you are still (noticed behaviour)

You need to go to sit at the table at the back/ to class X

I will come and speak to you in minutes.

If need-be – call the office to request support of pastoral leader / SLT

Our behaviour principles are underpinned by our core framework.

Rock Ferry Primary School

Relationships & Behaviour on a page

Visible Adult Consistencies

Relentless
Calm, Kind,
Consistency
1st attention to
great
behaviours
Modelling co
regulation

Core Values/Rules

Be Kind
Be Safe
Work Hard
Never give up

Over and Above

Exceeding our
school values
Always
striving for
excellence
Great progress
and attitude

Relentless routines

Meet & greet at the door
Positive recognition protocols
Attention protocols (5,4,3,2,1) hands up
All children to be led to and from the playground by the teacher

Stepped Solutions

Connect / distract
Reminder – our
values
Caution (outlining
behaviour and
consequence
quietly to the
child
Last chance (30
second

30 Second scripted intervention

I have noticed that you are
(having trouble getting started,
wandering around, playing with
apparatus) right now
You are not showing our values
Because of that you need to
(refer to action to support
behaviours e.g. move to another
table, complete learning at
another time)

Restorative Questions

What happened?
What were you
feeling / thinking
at the time?
What have you
thought since?
How did this make
other people feel?
Who has been

