

## Behaviour & Relationships for Learning Policy

Date of policy:	May 2010
Date last review adopted by governing body:	7th July 2025
Frequency of review:	Annual

*Children are not the people of tomorrow, but are the people of today.*

*They have a right to be taken seriously, and to be treated with tenderness and respect.*

*They should be allowed to grow into whoever they are meant to be.*

*'The unknown person' inside each of them is our hope for the future.*

Janusz Korczak (1879 -1942)

### 1. Background

All schools are required to have a behaviour policy that is published at least once a year to pupils, parents of registered pupils and members of staff. This policy complies with section 89 of the Education and Inspections Act 2006. The Executive Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year and the behaviour policy must be on the school's website. The named school governor for behaviour is the Joint Chair of Governors, Esther Burton.

Keeping Children Safe in Education (September 2024) requires that procedures to deal with bullying are included within the policy. Please see our anti-bullying policy for our procedures.

### 2. Aims

Our Behaviour and Relationships for Learning Policy aims to:

- enable everyone within the school community to feel safe, included and valued
- enable everyone to develop secure attachment through forming positive relationships
- enable high standards of achievement for all
- promote, articulate and, in some incidences, teach prosocial behaviours
- guide our responses to difficult or dangerous behaviours
- reduce exclusions and instances of bullying
- To reflect British values and our school values in our approach to behaviour

### 3. Rights, rules and responsibilities

Everyone at Writtle Infant School has the following rights:

- To be safe
- To teach or learn

- To be heard
- To be able to benefit from secure attachment and positive relationships

At Writtle Infant School we view all behaviour as communication. It is therefore important that we do not moralise our children's behavioural choices regardless of whether the behaviour is conscious or subconscious. Instead we aim to analyse what they are trying to communicate. We believe in a therapeutic approach to behaviour that prioritises the pro-social experiences and feelings of everyone within our school community. We take the view that negative experiences create negative feelings and negative feelings create negative behaviour. Conversely, positive experiences create positive feelings and positive feelings create positive behaviour. These views form the basis of our approach. Prosocial behaviour is deemed to be that which is positive, helpful and intended to promote social acceptance. It is demonstrated by our relationships with each other and by concern for the rights, feelings and welfare of others within our school community and beyond. All members of the school community have the responsibility to foster and promote these values by:

**Children:** behaving prosocially and helping others to do so

**Staff:** behaving prosocially, following this policy and promoting the school's therapeutic approach with positive relationships as a key focus

**Parents:** behaving prosocially and understanding/supporting the school's policy

**Governors:** behaving prosocially and challenging/supporting the school's policy and practice

Through positive relationships we aim to teach our children to have self-motivation, self-regulation strategies and be able to make appropriate choices independently. Ultimately, we aim to teach children to learn the value of themselves, others, society and the environment.

We think of behaviour in the following way:

### **Behaviour**

- The way in which one acts or conducts oneself especially towards others.
- The way in which a person behaves in response to a particular situation or stimulus.

### **Prosocial behaviour**

- Relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance.
- Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people and Society.

### **Anti-social behaviour**

- 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

## Difficult behaviour

- Behaviour that is antisocial, but not dangerous

## Dangerous behaviour

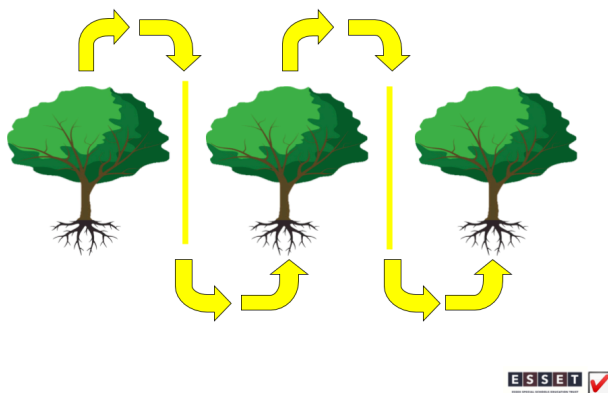
- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

All staff need to know the importance of positive relationships and how to promote prosocial behaviour and manage antisocial, difficult or dangerous behaviour, and to have an understanding of what the behaviour may be communicating. All staff should focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies.

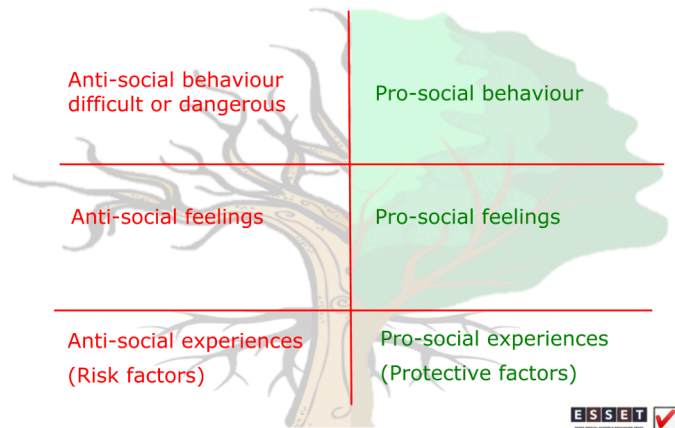
Here at Writtle Infant School we like to determine whether behaviour is conscious (behaviour driven by an unwillingness to moderate or self-regulate) or subconscious (an inability to moderate the behaviour or self-regulate). We use a conscious behaviour checklist and a subconscious behaviour checklist to analyse the behaviour.

We aim to analyse overwhelming experiences and feelings with the help of the Roots and Fruits activity - negative experiences lead to negative feelings and antisocial behaviour; positive experiences lead to positive feelings and prosocial behaviour.

### Roots and fruits cycle



### Roots and fruits activity



## 4. Our response to anti-social behaviour

Where incidents of antisocial behaviour occur, logical consequences will be implemented. These are not fixed; each incident of antisocial behaviour will be considered independently and consequences will be planned with the aim that children learn something from all experiences. We aim to show how we have helped the child develop new skills or new ways of thinking. All incidents will have an educational consequence and in some incidences a protective consequence may also be required.

## 5. Protective consequences

Protective consequences will be implemented when a child's behavioural choices put themselves or others at risk. This is to ensure the safety of all involved. These may be:

- Limited access to outside space
- Accompanied in social situations (e.g. break time or transitions throughout the school day)
- Differentiated teaching space
- Increased staff ratio

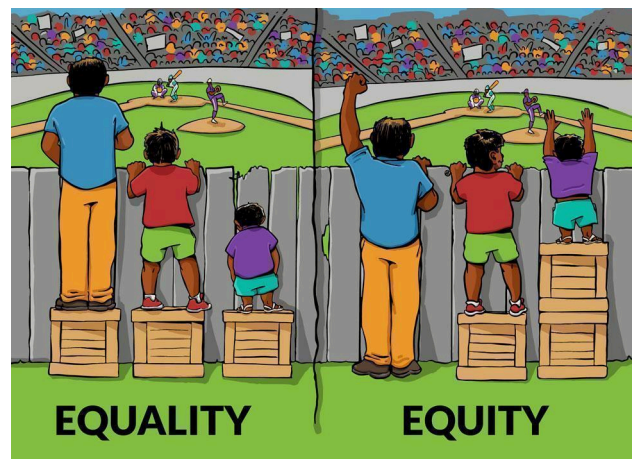
## 6. Educational consequences

Educational consequences provide the motivation and skills to behave differently. Generally, this can be achieved through a restorative conversation. For example:

- What would you like to happen next?
- How can we make things better?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it ok for you to go back to class?
- What do you think x might need?

## 7. Inclusion and safeguarding

We advocate for each child to receive an **equitable** level of support so that they achieve equality of opportunity at Writtle Infant School. This means that each child may receive differentiated levels of support according to their need in order to have an equal chance of success. Our school is committed to safeguarding and promoting the welfare of both pupils and staff. If we identify behaviours which are difficult or become dangerous then we will intervene. This policy should apply to all pupils but we recognise that there may be instances where this policy does not apply. In this case, an individual Risk Reduction Plan will be written specifically for that child in order to keep them, and others safe.



Some children, for a variety of reasons, will require support, because their behaviour is of particular concern, in line with the Special Educational Needs Code of Practice. These children require a good deal of sensitivity and empathy and this places high demands on our resources, physical and human, as well as upon peers. The behaviours will become the main focus of a One Plan and a programme will be devised to encourage positive behaviour. A consistent behaviour management plan will be written for children with particularly severe

behavioural needs, involving all relevant members of staff. Parents or carers will be consulted at an early stage and their cooperation will contribute to the programme. Where necessary, advice and guidance will be taken from other agencies e.g. Educational Psychologist, Family and Child Consultation Service, Behaviour Support.

## **8. De-escalation**

When necessary, all staff shall employ the de-escalation script as follows:

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and .....

And adopt De-Escalating body language as follows:

- What side of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height

Our school policy aims to follow a cycle to regularly assess, plan, do and review.

## **9. Behaviour causing serious concern**

- Bullying (emotional and physical) and racial harassment need to be reported to the Executive Headteacher/Head of School immediately, and will be dealt with quickly and firmly;
- Teachers use the school messaging system to alert SLT
- Teaching assistants/voluntary helpers are expected to request immediate help if needed, initially from the class teacher they are working with;
- Midday assistants are asked to contact a member of the teaching staff. A member of the senior management team is always on the premises during school hours;
- 'Reasonable force' may have to be used to restrain pupils in exceptional circumstances, when other strategies have failed (see policy on the use of force to control or restrain pupils, for more detail);
- Certain children will have their own consistent management plan/risk assessments signed by all involved parties and shared with parents;
- Please see the Anti-Bullying policy for fuller details on the school approach to dealing with allegations of bullying

## **10. Celebrating and promoting prosocial experiences, feelings and behaviour**

- Praise for individuals and groups of children;
- Presentation of work or pro-social experiences to the class/rest of the school

- Celebration of prosocial behaviours
- Celebration assemblies - opportunity for all to reflect on their personal successes of the week

## **11. Formal disciplinary procedures**

If a child displays serious or persistent anti-social behaviour, consultation is arranged between the teacher and parents so that an attempt can be made to correct the matter with the support of parents. In very exceptional cases, the Executive Headteacher may exclude a child from the school for a fixed period, or may propose permanent exclusion in extreme cases. If the Executive Headteacher is totally unavailable the Head of School as acting headteacher may take the decision to exclude. When a child is excluded for a fixed period of up to five days, they shall receive school work to do at home and will have it marked on return to school. The Executive Headteacher will make arrangements with the parents for receiving the child back to school after a fixed-term exclusion, which will include the receipt of work completed during the exclusion. The Governing Body will meet, wherever possible, within 15 days of an exclusion that consists of a long period. Extra support will be sought from the LA to prepare for a child's return to school. Please see the exclusion policy.

Such behaviour may include:

- Leaving the school premises without permission
- Physically violent behaviour
- Persistent refusal to do what an adult is asking them to do
- Verbally abusive behaviour (including swearing) directed at an individual
- Damaging the school building, property, equipment or grounds

Any exclusion, and the reasons for this decision, will be recorded by the senior team and discussed with both the child involved and their parents/ carer.

## **12. Recording and reporting**

Comments regarding a child's behaviour in school are made in the written annual reports which are sent home and discussed with parents throughout the school year. Where behaviour is part of an EHCP, there will be regular reviews. In other cases, the school staff will be aware of changes in behaviour in class and around the school. The Executive Headteacher/Head of School will maintain a log of incidents, using CPOMS, and frequent appearances of individual children will be drawn to the parents' attention. Incidents where "reasonable force" has had to be used (see policy document for further detail) will also be recorded and parents notified.

## **13. Governors statement of behaviour principles**

1. Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
2. Section 88(2) of the EIA requires the governing body to:
  - a) make, and from time to time review, a written statement of general principles to guide the Executive headteacher in determining measures to promote good behaviour and discipline amongst pupils; and
  - b) notify the Executive head teacher and give him or her related guidance if the governing body

wants the school's behaviour policy to include particular measures or address particular issues.

3. When carrying out the functions under Section 88(2), the governing body must have regard to guidance issued by the Secretary of State. Paragraphs 6-11 below provide this statutory guidance.
4. Before making their statement of principles, the governing body must consult the Executive head teacher, school staff, parents and pupils.
5. The School Information (England) (Amendment) Regulations 2012 requires schools to publish their written statement of principles on a website.
6. The governing body must provide clear advice and guidance to the Executive head teacher on which he/she can base the school behaviour policy. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. Although these powers may look straightforward in legal terms, they are not always fully understood by staff, pupils and parents, and staff can feel particularly vulnerable to challenge if they use them.
7. Clear advice and guidance from the governing body, which feeds directly into the behaviour policy, will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body's support if they follow that guidance. The governing body needs to notify the head teacher that the following should be covered in the school behaviour policy:
  - a) Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for;
  - b) The power to use reasonable force or make other physical contact;
  - c) The power to discipline beyond the school gate;
  - d) Pastoral care for school staff accused of misconduct; and
  - e) When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
8. In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
9. Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

#### **14. Screening and searching and the power to use reasonable force**

Separate guidance is available on searching and on the use of force and governing bodies should draw on this to inform their guidance to the Executive headteacher. Please see in conjunction with our Use of reasonable force policy.

#### **15. Beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying

which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Executive headteacher are lawful. The governing body will need to ask the head teacher to consider what the school's response should be to any inappropriate behaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

In these circumstances, the Executive Headteacher should consider whether it is appropriate to notify the police. If the behaviour is criminal or poses a threat to a member of the public, the police should be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering harm and follow its Child Protection policy accordingly.

## **16. Before and after school**

Prior to the school gates opening at 8.30 am and closing after the children have been transferred to their parents/carers at the end of school, there is not always available staff supervision and the responsibility for the children's behaviour lies with their parents. However the school must prove they have taken steps to ensure the Health and Safety of all at these times. Staff will intervene if necessary if they notice inappropriate or unsafe behaviour at these times.

## **17. Links across the curriculum**

In all curriculum areas the children are taught to value and respect the world around them, and the values and beliefs of individuals. This may be regarded as "implicit" teaching of attitudes, and therefore, behaviour. Certain curriculum areas have an "explicit" impact on behaviour management and upon how children react to each other and the people around them e.g. Religious Education, Physical Education and Personal, Social Health and Citizenship Education. (See PSHE policy)

## **18. Equality statement**

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.



