



Wellsprings Primary School

Behaviour and relationships Policy

Summer 2023



Rationale of the policy

At Wellsprings School we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender, religion or disability, with Equal Opportunities for all.

Key Principles

The most effective way of encouraging good behaviour is to develop positive relationships between staff and children and to set high expectations of behaviour. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave.

"It is notable that the interventions found to have a positive effect on behaviour largely focused on positive responses to the challenge of misbehaviour—training teachers to positively encourage learning behaviours and putting in place reward systems—rather than primarily focusing on punitive measures."- 2021- EEF Research

How do we get to know our pupils?

Within the structure of our school, there is someone who knows each pupil, their strengths and interests, the class teacher is the person who usually fulfils this role. However, we also have support staff who are able to forge in-depth relationships. The teachers proactively support their

pupils to respond well to influences in and out of school that could affect their behaviour. At the teacher level, regularly and intentionally focusing small amounts of time working on relationships with individual pupils can have a big impact. This could be as simple as asking about their weekend, or how their football team is performing. Challenging experiences for pupils at home or in the community may negatively affect their ability to learn or cope with the school environment

By becoming aware of events before their effect becomes extreme, there is more chance of mitigating any negative change and of being able to keep the pupil in positive zones, both in terms of overall school behaviour and overall influences. When the teacher becomes aware of a negative change in circumstance, they should act to increase the number of positive influences or reduce the negative, perhaps through pastoral or ELSA support. If behaviour deteriorates, they will be in a better position to counteract the negative influence with an appropriate positive intervention.

Good behaviour and self-discipline are fundamental in creating the right atmosphere for learning to take place.

Staff are expected to keep a positive atmosphere within the school and to praise and celebrate in order to improve behaviour. It is the duty of all staff and parents to promote this atmosphere and to lead by example. Within this caring atmosphere discipline is firm yet sympathetic. Staff should lead by example when talking with children and encourage politeness and respect at all times.

However, universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour, a personalised approach is recommended.

"A flexible but consistent approach is not a soft option and requires considerable resilience in the adults who are trying to support and teach young people immersed in their own difficulties."
(Cornwall, John (2015).

As an inclusive school

Under the Equalities Act we also have to ensure that we do not discriminate against a disabled pupil, this may mean that our disciplinary actions towards disabled pupils will be different from those for nondisabled pupils. The Equalities Act makes it very clear in section 2.1:

" It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably.

A pupil with Asperger's Syndrome can sometimes act in a disruptive manner in class. The school does not take disciplinary action, but uses agreed strategies to manage his/her behaviour. A non-disabled pupil who is also disruptive in class is sanctioned for his behaviour.

This difference in treatment would not be direct discrimination against the non-disabled pupil."

Setting good habits early

We strive to help our children establish regular punctual attendance and good behaviour from the start, involving parents in the process.

Definition of SEMH

SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Underlying Reasons

Inappropriate / disturbing / challenging behaviours can be interpreted as a symptom or communication of an underlying need or difficulty. In order to address such behaviours we must address these underlying needs / difficulties. It is crucial to identify, understand and then address/support the underlying factors that impact on children and young people, such as Speech, Language and Communication Difficulties, attachment difficulties, unhelpful thought processes or learning needs.

The majority of inappropriate / disturbing / challenging behaviours can be avoided or at least significantly reduced and managed through proactively promoting and supporting positive social, emotional and mental health. The potential implications of unmet SEMH needs for education settings, individuals and their families are extreme. Due to the complex nature of difficulties with SEMH, measuring the impact of SEMH interventions is challenging. Whilst an individual's behaviour may be measured as one externalised indicator of their social, emotional and mental health, a true measure can only be gained through assessing the condition of their interrelated underlying needs / difficulties.

We believe in early intervention and promoting positive mental health. Where concerning behaviour is displayed the school's recording systems should identify children who need further support.

Supporting behaviour management

We work as a team, and if necessary will liaise with outside agencies to support children with difficulties managing their own behaviour due to SEMH needs.

Staff support each other, through offering advice on strategies and through giving respite to the teacher and class for short periods of time.

Working with parents

If we are to be successful in supporting a child to manage their own behaviour appropriately, we have to work in partnership with parents. This is only effective if both parties communicate on a regular basis, keeping each other informed of any issues. We have a PFSA (Parent and Family Support Adviser) employed to support families and provide a link between home and school.

We expect that parents and carers are treated appropriately by other adults in school, and would expect them to respond to staff appropriately while on the school premises. We will not tolerate poor behaviour towards staff and ultimately, reserve the right to 'ban' access of individuals if their behaviour is inappropriate. We would seek to avoid these situations, but recognise there have been issues in the past. (Refer to the Home-school agreement).

Involving pupils

We encourage our children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour.

The staff have received training on a variety of key research areas related to SEMH. Over time, we hope aspects around building resilience, using mindfulness strategies along with the support from CAMHs professionals (as part of the CAMHs pilot project) will help the children to become better at spotting and coping with their social and emotional needs.

Staff have received training on building resilience, mindfulness and attachment issues. From this staff are developing ways in which these approaches can be incorporated into the daily routines to encourage positive thinking within the pupils in class.

Through the success of our behaviour and relationships policy we aim to:

- Create a calm, purposeful, safe and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements are valued.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- Create a consistent approach to behaviour management throughout the school.
- Work in partnership with parents in dealing with any behavioural issues.
- Encourage respect for individuals.
- Lead by example in the way that we treat each other and the children in our care.

In order to achieve these aims

All staff should:

- Follow the hierarchy of rewards and sanctions.
- Use adherence to the Golden Rules as a measure of good behaviour.
- Remind children that they are responsible for their behaviour.
- Work in partnership with parents in dealing with any behavioural issue.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Ensure that each child has work appropriate to his/her level of ability.
- Be as consistent and fair as possible in the use of rules and sanctions.
- Receive updated training to support the delivery of positive behaviour strategies.

Pupils should:

- Follow the Golden Rules.
- Be aware of our rewards/sanctions and accept the consequences of the choices.
- Co-operate readily with all school staff.

Parents should:

- Support the school's hierarchy of rewards and sanctions.

- Help the children understand the rules and the need for them in an ordered society.
- Work in partnership with the school to promote high standards of behaviour at all times.
- Ensure their child attends school regularly/punctually and notify the school of reasons for absence.
- Share with the school of any events or influences outside school that may be impacting on their child's social, emotional and mental health.

Governors should:

- Be aware of the behaviour policy and understand what the school's expectations are with regard to pupil behaviour.
- Support the school's hierarchy of rewards and sanctions.
- Monitor and evaluate the impact of this policy throughout the academic year.

Rewards for Appropriate Behaviour

The majority of our children behave well and are a credit to themselves, their parents and the school. We believe in rewarding them for following the Golden Rules:

CO-OPERATE: always obey reasonable requests by adults in school.

BE KIND: use kind language and tones when talking to others or about others.

BE GENTLE: be physically gentle. Not physically hurting anyone.

BE POLITE: speak in a polite way and listen to others.

BE HONEST: tell the truth.

The following details the hierarchy of rewards available to the children for following the Golden Rules (all do not need to be followed):

- House Points (see below)
- Verbal praise; body language (smile, thumbs-up, nod) – specific to the child; Golden Time.
- Stickers; star of the day; stamps; certificates; whole class awards e.g. marble in the jar; extra playtime.
- Marble jar- used to watch pupils' movement around school ('line spotters') · Celebrations assembly; star of the week; table of the week.
- Headteacher awards; praise postcards; attendance awards.
- Secret student- randomly reveal 'star' for the day (check if lost GT – what is the consequence if they HAVE lost Golden Time?).
- Parent/teacher consultation – positive comments and report on target sheet; end of year reports - recognising good behaviour and attitude to school.

Golden Time

Golden Time is an additional 'privilege time' provided for all KS1 and KS2 children. The key features of are:

- Golden Time in Y1/2 is for up to 60 minutes for Y3-6 it is for a minimum of 30 mins.
- Each class has a 'Golden Time Activities' chart and displays the Golden Rules.
- Activities during Golden Time should be motivating for the children.
- Children miss **5 minutes** of Golden Time for breaking a Golden Rule.

Before 5 minutes are taken away the children are reminded of the rule that they are breaking and given a warning, if they then break the rule again during the week they lose the minutes.

Children can gain back Golden Time if they have lost through good behaviour throughout the week. The class teacher in 'giving back' GT minutes must explain why a pupil deserves to receive them back, making specific reference to the Golden Rules.

The Foundation stage is not involved in Golden Time, but supports the school's Golden Rules to encourage good behaviour. There are two additional reward systems in place in the FS setting. Firstly a helpful sticker chart for individual achievement, and secondly a 'Kindness tree' where key worker groups are rewarded for 'best behaviours' over the course of the half term.

Staff give clear guidance around pupil choices, but if necessary, children who are unable to behave appropriately are given 'time out' - i.e. removed from an activity, sitting apart from the others for a period of time. Foundation staff work very closely with parents and outside agencies in dealing with children who may be experiencing difficulties.

Sanctions for Inappropriate BEHAVIOUR

We will identify any reasonable adjustments that need to be made for students with more challenging behaviour. The SLT will continue to monitor closely throughout the day, by checking each class periodically.

The SLT and in particular the Headteacher, will be contacted for support where there are issues of challenging behaviour at Stage 2 or 3. Wherever possible, in-class support will be provided to avoid concerns, and pupils will be reminded generally around social-distancing arrangements. The Government have acknowledged it will be difficult to maintain social distancing consistently in education settings, but all schools will continue to work towards this within their agreed routines.

Below is the sequence of actions staff should apply for pupils at Wellsprings, where a Golden Rule has been broken. The sequence is slightly different for each Key Stage, as it shows below:

Stage 1	Stage 2	Stage 3
Class Teacher	SLT	HT
<ul style="list-style-type: none"> - If required, timeout in reflection space in the corridor. - Repeat if required. - If issues persist, contact parent/carer notified by teacher/key adults. - Persistent refusal, move to Stage 2. 	<ul style="list-style-type: none"> - Timeout, if required, in a designated area well away from class- this may be supervision within the office area. - Parents/carers notified by SLT. - Deliberate, directed abusive behaviour of a verbal and physical nature towards others. 	<ul style="list-style-type: none"> - Monitored closely by the headteacher on return to class- if repeated, extend isolation from class may be required, dependent on behaviours exhibited. - Weekly trackers may be provided to monitor pupil behaviours over time. Aspirational targets provide the pupils with chosen positive rewards when targets are achieved. - Review behaviour and consider adjustments to timetable within school.

The school will continue to operate a variety of external and intrinsic rewards, like Dojo and star award winners.

The sequence may be 'quickenened' if there is a repeat of behaviours and the school interventions have not improved the pupil engagement. Context is important; age of the child, issues in school and out may need to be considered; 'one off' incidents that may be unusual compared to a child's usual pattern of behaviour, may also have a bearing. The 'Stage 2 and 3 Trackers' are used to provide a short term focus for pupils in addresses patterns of behaviour. The trackers when completed should be copied and provided to the Inclusion Lead for school records. Parents/carers are also entitled to a copy of these outcomes.

'Beyond the school gates'

The rewards and sanctions apply not only in school, but also when a pupil is representing the school during and beyond school hours within the care of the school. This may include, when pupils are on school trips or if a child is competing in a school-based event off site.

Where there is an instance of inappropriate behaviour 'out of school' (and not representing the school), we may intervene, where appropriate, in order to minimise the negative impact felt within school. We will seek to work with parents and members of the local community, including our PCSO (Police Community Support Officer) to achieve this if necessary.

Searching pupils

In some instances it may be necessary to search a pupil. This may happen if there is a concern that an inappropriate or unwanted object has been brought into school. Mobile phones should not be carried by pupils within school and are to be placed in the office for safekeeping.

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life. These strategies are over and above the strategies that are used for the majority of pupils.

SEAL (Social Emotional Aspects of Learning) social skills groups - this has a mixture of children who need support in improving their behaviour as well as positive role models who attend as a reward for their good behaviour.

- Support from School councillor.
- Close liaison with the Primary *Social, Emotional and Wellbeing Support Team*, who support pupil through:
 - Observing pupils and advising on new teaching strategies.
 - Supporting provision plans.
 - Play therapy.
 - Circle time.
 - Anger management strategies.
 - Class profiles - looking at a child's behaviour in relation to the rest of the class.
 - SEN referral – IEP formulated and strategies to support.
 - Educational Psychologist referral.
 - Pastoral Support Plan – an improvement plan for children at risk of exclusion.
- Regular meetings with parents.
- Referral to PFSA to help support family.

Where there is need to intervene

If a child attacks another child or adult violently and is unable to calm down, then appropriate physical restraint maybe necessary. On occasions, the child may need to be removed and taken to the Head Teacher, who will then contact the child's parents, although the situation may require a different approach depending on the age of the pupil and the context of the incident.

De-escalation training has been provided to staff and will need to be updated regularly to ensure that techniques are appropriately employed.

An incident form is completed and the situation discussed with the Head teacher and/or Special Educational Needs leader, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Children's Social Care, Psychological Service etc.

For further guidance, refer to the DFE Use of Reasonable Force (2011) *DFE-00060-2011*.

Additional guidance on dealing with bullying in school

There are many definitions of bullying, but we consider it to be:

- Deliberately hurtful (including aggression).
- Repeated often over a period of time.
- Difficult for victims to defend themselves against.

The three main types of bullying are:

- Physical - hitting, kicking, taking belongings.
- Verbal - name-calling, insulting, making offensive remarks.
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

Bullying will not be tolerated at Wellsprings Primary School

Any suggestion that bullying is taking place will be investigated by the school leaders.

Whole School Strategies

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- Circle time.
- Assemblies.
- Monitoring of toilets at playtimes and start/end of the school day.
- Monitoring of cloakrooms at start/end of the school day.
- Monitoring of playground by staff on duty.
- A restorative approach
- Observing bullies/victims at playtime, around school and in class.

What staff should do...

- Listen to the victim, bully and any other pupils with information – log facts, not opinion.
- Meet with the HT/SLT to discuss next steps. Other staff may also be involved, depending on their knowledge of the children.

The next steps will usually be to:

- Meet separately with the victim and bully.
- Reassure the victim that s/he is safe; explain that bullying will not be tolerated.
- Explain that all relevant staff will be made aware of the situation and will be monitoring it.
- Meet with parents of the victim/bully and explain all your actions. Arrange another meeting to review.
- Check regularly with the victim.
- Meet with a group of friends of the victim and encourage them to report any incident.
- Meet with the peer group of the victim and bully. This should be led by a senior member of staff and the class teacher.

- Circle of friends
- The school will keep a record of incidences of bullying. This is transferred to School Pupil Tracker where appropriate to ensure that the SLT have access to any information that need to be addressed.

What parents should do.....

- Listen to your child and try to remain calm. An emotional reaction can worry the child so that they will not tell you of their concerns.
- Make an appointment to see the class teacher to share your concerns.
- Give the class teacher the facts.
- Reassure your child that the school will deal with the bullying and encourage him/her not to fight back.

What children should do.....

- Tell the class teacher if s/he feels threatened and unsafe.
- Stay with a group of friends.
- Talk to their parents.
- Tell the class teacher when anything else happens or when it has improved.

Governors should.....

- Be aware of the behaviour policy and understand what the school's expectations are with regard to dealing with bullying.
- Support the school's approach to bullying.
- Monitor and evaluate the impact of this policy throughout the academic year

Monitoring and evaluating the behaviour and relationships policy

Monitoring	How?	Where will this evidence be found?	As a result we should see?
Evidence of 'good' behaviour being rewarded	Observing: Lesson observations and Learning Walks	HT report Governor Learning Walks (Termly) Subject leader reports Link Governor feedback (Annually)	<ul style="list-style-type: none"> • Good or better behaviour observed in lessons. • Positive attitudes displayed by pupils in and around school.
	Celebrating good behaviour: <ul style="list-style-type: none"> • Verbal feedback • Kindness Tree • Star of the day/week 	Newsletters (Every two to three weeks) Displays (ongoing)	<ul style="list-style-type: none"> • High profile celebrations of good behaviour. • A spread of pupils being celebrated (eg boys, girls, 'vulnerable' pupils).
Evidence of behaviour 'improving'	Use of statistical data: <ul style="list-style-type: none"> • Exclusion rates • Providing summary of significant behaviours • Comparisons with national data • Log of significant events at break or lunch Where possible, this should refer to particular school groups (eg 	Annual Exclusion report HT report (Termly) Self-evaluation of school (ongoing) Education sub-committee agenda report item (termly)	<ul style="list-style-type: none"> • Reduction of fixed term or permanent exclusions. • Reduction of pupils requiring 'trackers' being used (Stage 2) • Reduction of pupils reaching subsequent stages.

	boys, FSM, ethnicity, poor attenders)		
Evidence of bullying incidents being monitored	Use of log to record any significant concerns related to bullying, including any actions identified and support provided.	Education sub-committee agenda report item where appropriate (termly)	<ul style="list-style-type: none"> Reduction in cases of bullying. Evidence that there are clear outcomes related to instances of bullying. Evidence that there are no 'repeat offenders' being tracked.

Date policy was adopted	July 2015
	April 2016
Date of next review	April 2017
	April 2018
	April 2019
	July 2020
	September 2021
	September 2022
	September 2023