



THE ARUN VILLAGES FEDERATION

Enabling every child to thrive and succeed

Amberley Primary School Behaviour and Relationships Policy

Rationale

This policy has been developed to reflect current legislation and thinking about behaviour and relationships in school. Staff, governors, parents/carers and children have been involved in agreeing school values which underpin the code of conduct for behaviour to which we all adhere. The values are a key element of what is sometimes known as the “hidden curriculum” - the implicit and unspoken messages that children receive every day about the ethos and culture of our school.

The policy should be read in conjunction with the following policies, all of which contribute to making our school a place where behaviour is good, relationships are healthy and there is minimal bullying: Equalities; Curriculum; Teaching, Learning and Assessment; SEND; RHE; Attendance; Online-Safety; Governors’ Statement of Principles; Anti-bullying; Always Children.

Aims

- To promote a positive ethos and climate throughout our school community
- To make our school a safe, secure and happy place where we can all work as a team
- To create an environment which encourages, supports and sustains positive behaviour from all members of the school community
- To ensure that there are shared expectations and consistency in our approach to behaviour management

Principles

- Our expectations of behaviour are based on our values
- We believe in a positive approach based on choices and consequences. However, we also believe that poor choices of behaviour need to have consequences which are undesirable to the child and so have a small number of sanctions which may be imposed
- We do not believe that punishment in itself is effective in changing behaviour, and therefore use strategies based on the principles of restorative justice to support children when they make poor choices
- We believe in the positive impact of **appropriate touch**, and use it to reinforce messages
- We believe that we all own our behaviour and must take responsibility for it
- We believe that most children want to behave well in order to learn successfully, and that we have a responsibility to help them to do so by ensuring that: -
 - They feel secure and well-motivated;
 - They have good self-esteem and can cope with challenges and express their feelings;

- They have ownership of their learning and the learning is planned to meet their needs;
- They understand what is expected of them and know that they will be listened to and treated fairly
- They have positive behaviour, attitudes and relationships modelled for them by all the adults in the school community.

PRACTICE

ZONES OF REGULATION

We have introduced zones of regulation across our schools as a strategy which has proved to be highly effective in helping children to recognise and manage their own emotions and thus their behaviour. The zones were originally designed to support children with sensory issues, but have been found to be a positive and non-judgemental system for all children.

Zones of regulation uses four colours to identify how children are feeling. The use of colours avoids any association of negativity and provide a shared language and understanding for the whole school. Children are equipped with a toolkit so that they can move themselves into the green zone, which is where they need to be to be ready to learn. Please see appendix 3 for further details.

Values

We are a values-led community. We have a set of shared values which have been agreed by the whole school community. These form the basis of our school expectations. Values are reinforced through assemblies, all lessons and in general or specific discussions especially about behaviour. The expectations have been discussed with the children and are revisited frequently so that they are clear about what each one looks like in practice. Expectations are always stated positively, stating how we should behave.

Our shared values are:

RESPECT; KINDNESS; HONESTY; POSITIVITY; TEAMWORK.

There is a shared and consistent language used to, with and between children when behaviour issues arise so that children learn to develop the self-discipline they need to make positive choices, rather than doing so because of adult authority being imposed on them. All adults in school have a shared responsibility for behaviour, and there is regular training for staff and volunteers to ensure consistency.

We recognise “always children” in order to show that their consistently good behaviour is recognised and valued by planning specific activities for them. This is also effective in improving the behaviour of other children. Please see our “Always Children” policy for further details.

The Three Stages of Sorry

Children are never required to apologise as a sanction/part-sanction; instead, we follow the “three stages of sorry.” Children will be reminded of the three stages, and invited to follow them if they wish to. The stages are:

- 1. First you have to feel sorry**
- 2. Then you tell the person you are sorry.**
- 3. Then you do something to show that you are sorry.**

What sorry feels like is discussed regularly with children. They are usually able to choose what they want to do at Stage 3 e.g. make a card at home; do something helpful etc.

Serious or sustained poor behaviour

Children who make poor choices and whose behaviour adversely affects themselves and others will be actively involved in addressing their difficulties. We have ELSA trained staff and other staff who work with individuals and small groups to work on social skills and behaviour as well as access to outside agencies.

Where possible and appropriate, children are involved in managing their own consequences and often suggest an appropriate sanction themselves.

Incidents of poor behaviour are assigned to one of five levels, depending on their seriousness. Each level has a clearly defined course of action and sanction. (See Appendix 2). Incidents from Level 2 upwards are recorded on a central log. This log is analysed termly by the SLT in order to identify any trends or patterns. Findings are shared with the executive head teacher (if not already aware) and governors through the termly HT report. Any necessary actions are planned and implemented by the senior leadership team.

The analysis may lead to some children having an individual behaviour log which is reviewed regularly by the Senco and senior staff, so that effective support can be put in place. Where the support does not result in improvement, the child may need an IBP (individual behaviour plan). At this stage, we may also seek the advice of the Behaviour Support Team (LBAT). Children whose behaviour becomes a serious concern which may mean they are at risk of exclusion will have a Pastoral Support Plan drawn up with help from outside agencies. The child will have targets for improving behaviour with an individualised reward system built in. We may also apply for a statutory assessment in order that the child can have an Education, Health and Care Plan.

Governors are aware of the duty of schools under new legislation to discipline pupils for poor behaviour beyond the school gate – see Appendix 5 for details.

Working with Parents and Carers

As with all other aspects of school life, managing behaviour is more successful when home and school work together. Any concerns about a child's behaviour are shared with parents/carers at an early stage and strategies agreed. Parents and carers are kept fully involved and informed at all stages (see paragraph above.)

Physical Intervention

Children may be encouraged to follow an adult's instruction by the use of touch e.g. a hand on the elbow or shoulder. Children are never made to follow an instruction by force. In a situation where a child's behaviour is putting himself/herself or others in actual danger and no other strategy has been effective, he/she may need to be held. Any physical intervention is kept to an absolute minimum; all incidents are recorded and parents/carers informed.

We do not train staff in full restraint techniques as we do not believe that this is appropriate for a mainstream primary school. However, we do follow West Sussex County Council's physical intervention guidelines, and regularly train staff in de-escalation techniques etc (Team Teach) in order to minimise the likelihood of an incident occurring in which physical intervention becomes necessary.

Governors recognise the right under law for members of staff to use reasonable force in certain circumstances and also the power to search for illegal items – see Appendix 6 for details.

Exclusion

Exclusion is not used as a sanction at Arun Villages Federation. It is used as a last resort where a child's behaviour: -

- is extremely serious and has not responded to previous strategies
- is causing such levels of distress to one or more of the child's peers that there is a need for respite for the affected pupil/s
- is causing unacceptable levels of disruption in the classroom, preventing the child and others from learning
- is putting the child's own and/or the safety of others – including adults – at unacceptable risk.

Exclusion takes three forms:

- Internal exclusion – formal removal from classroom or playground for part or all of a day to work on their own supervised by a member of staff. Parents/carers will always be informed of an internal exclusion.
- Fixed-term exclusion – to record formally the seriousness of a child’s behaviour, to allow staff time to put additional support in place, and/or to gather formal evidence about a child’s behaviour
- Permanent exclusion – where a number of fixed term exclusions have proved ineffective, and all other possibilities have been exhausted, or as an immediate action in the case of an extreme incident.

Please see our Exclusions Policy for full details.

Bullying

At AVF schools, we want all pupils to learn in a supportive, caring and safe environment without the fear of being bullied. We believe that bullying can have long-term and very damaging effects on both targets and perpetrators, and so we take it very seriously.

Children are helped to understand that bullying is wrong and will always be addressed robustly.

The definition of bullying is agreed with the children and frequently revisited so that there is a shared understanding. We have taken on the acronym **STOP** as given by the Anti-Bullying Alliance.

We have agreed that bullying is:

**Several
Times
On
Purpose.**

We teach children that bullying can take many forms (for example, verbal, physical, exclusion, cyber) and can be directed at children who are perceived to be different in some way, and can thus be racial, homophobic, gender-based or linked to disabilities.

We take a pro-active approach to bullying so that incidents are kept to a minimum. This is based mainly on two of our key values: respect and kindness. Bullying is discussed openly where appropriate, but otherwise, the language used is positive i.e. describing how we want to treat each other, rather than explicit statements related to bullying.

Where there are incidents, children learn the strategy:

**Start
Telling
Other
People**

Children learn that they must tell somebody if they are a target of or a witness to bullying. In addressing the issue, the behaviour is named as bullying, and we use a restorative justice approach so that both target and perpetrator are involved in exploring the background and agreeing the solution. Parents are also involved as appropriate. If a child who is bullying does not respond to the restorative approach, sanctions will be imposed in line with school policy in order to safeguard the target, such as loss of the right to use the playground.

Full details of our approach and systems can be found in our Anti-Bullying Policy.

Monitoring and Evaluation

This policy is monitored on an ongoing basis by all staff, governors and through consultation with parents/carers and pupils. Logs are kept of equality-based incidents and bullying, and these are analysed in order to inform policy and practice.

The policy is reviewed regularly by the Senior Leadership Team and the Governing Board. It is updated in line with national, local or school developments.

Play times:

- We believe that break time is an important part of the day for children, often especially for those with behavioural or emotional difficulties. We therefore keep missed playtime to a minimum. Behaviour interviews with the senior staff may be held during part of a playtime following serious misdemeanours. The child is encouraged to identify the values he/she has broken, and to discuss and agree the consequence.
- Other children may be asked to catch up with work at this time, or do homework they have not done. This is for occasional use only. (Children may be offered a catch-up session on learning they have missed or are finding difficult, but this would be voluntary.)
- Special arrangements will be made if a child's behaviour on the playground makes playtimes unsafe and/or unpleasant for other children.
- Whole-school expectations have been written with input from the children for the dining hall and the playground. We do not use school rules in other circumstances, as all behaviour expectations are based on our values.

Behaviour Policy Appendix 1: Guidelines for Recording and Monitoring of Incidents

Levels are to allow for careful monitoring and analysis of behaviour so that trends and patterns can be identified and addressed. Sanctions are for illustration and will be tailored to the needs and age of the child.

Behaviour	Possible sanctions	Recording
Level 1: Low-level disruption; one-off incidents of unkindness, rudeness etc.	See policy Values-related response.	None, unless frequent, in which case it becomes Level 2
Level 2: Persistent low-level disruption Misdemeanours such as: not telling the truth; repeated unkindness; bad language; disrespect to staff/school property	Missing play to complete or re-do work to an acceptable standard Inform home Meeting with parents/carers	Logged anonymously on school log.
Level 3: Repeated serious misdemeanours, such as: Deliberately hurting someone; racist/homophobic incidents; swearing at others; damage to property; deliberate misuse of devices/internet including from home.	Playground or classroom exclusion Meeting with parents/carers Internal exclusion No internet or device usage for a period of time	Individual behaviour log Behaviour plan School log Online Safety log
Level 4 Deliberate dangerous or risky behaviour. Bullying including online from home or school; physical harm caused to others; serious/repeated damage to property; refusal to engage with sanctions or targets. IBP ineffective.	Pastoral support plan with external agencies. Individual risk assessment Fixed-term exclusion in line with policy. No device/ internet usage for a significant period.	
Level 5 Continuous behaviour at Level 4 which has not responded to any strategies. Fixed-term exclusions have been ineffective or there is a single incident which is serious enough to warrant exclusion.	Referral to APC (alternative provision centre.) Permanent exclusion in line with policy.	

Appendix 2: Consequences

Consequences for good choices:

Smile or positive gesture
Explicit praise
Positive touch
Stickers
House points
"Always Children" lists and rewards
Record of Success book
Extra playtimes
Golden Time
Certificates including headteacher's and governors' certificates
Treats, in moderation
Head teacher's praise and sticker
Privileges including special jobs
Showing work to other children and staff
Good work board
Public recognition in assembly/newsletter
Star of the Week
Cups and trophies
Medals

Agreed procedure for low-level disruption during lessons:

1. Describe the behaviour, look away and give response time
2. Repeat
3. Remind child of the expectation, linked to the relevant value and using the language "We all need to..."
4. Tell child what the choices and consequences are (see below)

Consequences for poor choices:

Look of disapproval/gesture
Removal of belongings
Moving seat
Sitting on own/single desk
Time out/special chair
Sent to another class
Missing play e.g. to complete work or redo to acceptable standard
Playtime detention (for one-off, serious misdemeanours)
Letter home/note in reading log/home communication book
Sent to senior staff/head
Meeting with parents
Internal exclusion
External exclusion

Appendix 3: Zones of Regulation

The ZONES of Regulation – a curriculum written by Occupational Therapist, Leah M. Kuypers to foster self-regulation and emotional control.

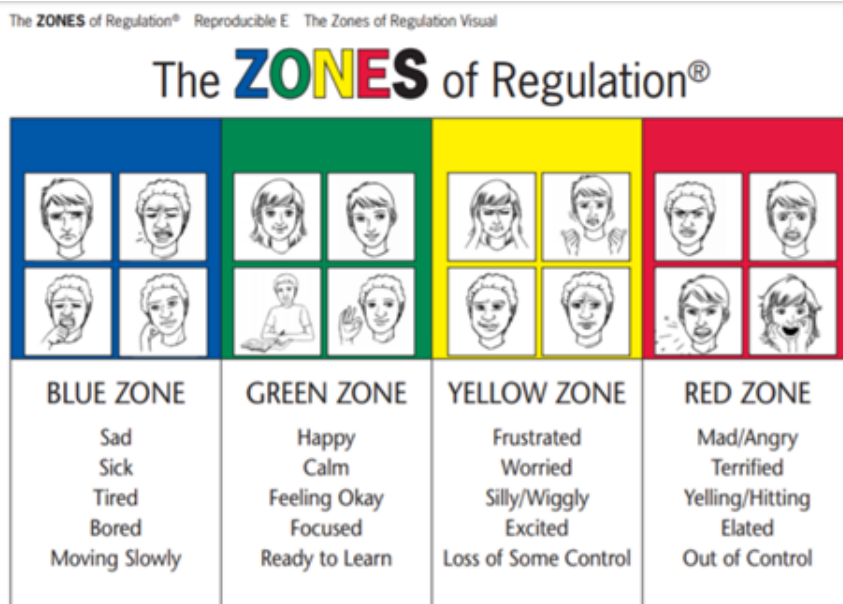
What is self-regulation? Often talked about as ‘self-control’, ‘self-management’ or ‘controlling impulses’. To successfully self-regulate we need to: understand our emotions, how to recognise and label them, know how our emotions are impacting our state of alertness and identify if they are helping or hindering us. The ideal state of alertness for a competitive game of football would not be the same as what is best for a quiet reading session in the classroom.





Why is it important? Being able to self-regulate is a fundamental life skill. It enables children and adults to thrive in different situations and work successfully both independently and as part of a team. Research has shown that young children with poor self-regulation skills tend to make less academic progress (McClelland et al., 2007).

How can self-regulation be taught? ‘The ZONES of Regulation’ curriculum is a sequence of lessons that teach recognition and understanding of emotions, how they can affect the behaviour of ourselves and others, and develop a set of self-help tools to use. Alongside the lessons, everyone in school uses the ‘ZONES’ daily, to check-in with how they are feeling at different points in the day. All staff and students use the same language to talk about this and it is helpful if families can use the same language to talk about the ZONES at home.

What are the ‘ZONES’?

There are four ‘ZONES’, each with a colour. Each zone links to a state of alertness and a road-sign to help understanding of what that zone means.



BLUE		- a low state of alertness, usually when we feel slow and sluggish. Often linked to feeling sad or tired.
GREEN		- the ideal state of alertness for learning at school. We feel a strong sense of internal control when we are in the green zone.
YELLOW		- a heightened state of alertness. We tend to feel more energy, with some level of self-control. This excitement/anxiety can be helpful in some situations, but it can have a negative impact in others.
RED		- an extremely heightened state of alertness from strong emotions such as panic, anger, terror, grief. We usually feel a sense of 'loss of control' when we are in the red zone.

How do the ZONES help? By recognising the zone we are in, we can identify if it is the right zone for what we are doing. We can then either use strategies to help us move to a different zone or stay in the zone, whichever is most helpful to us. For example, if we are in the BLUE zone because we are tired, a stretch, walk or snack might help move us into the green zone, ready for learning. If we are in the YELLOW zone, we can use calming breathing or visual calming technique to help lower our state of alertness and prevent us from moving into the RED zone.

Is it bad to be in the RED zone? No! No zone is deemed to be bad or 'naughty'. A crucial part of 'The ZONES of Regulation' is that it is non-judgemental. Everyone experiences all four zones. The key is to learn strategies to help keep yourself and others safe by being in the zone that allows you to be in control. In turn, this will enable success in what you are doing.

Always Children Policy

We believe that it is important to recognise and actively value the contributions to our school community made by our "Always Children."

There will be a special extra-curricular activity or other form of recognition for some or all of our "Always Children" once a term.

"Always Children": -

- Have high attendance and good punctuality
- Wear correct school uniform, appropriate hair-styles and jewellery
- Are well-motivated, independent learners
- Show resilience and rise to challenges
- Try their best in everything
- Have good listening skills
- Follow instructions the first time
- Are courteous and well-mannered to everyone and at all times
- Are active contributors to the school community and the wider life of the school
- Are conscientious about completing tasks
- Know how to be a good friend and support their peers
- Are well-organised and well-equipped for the school day
- Are good role models for other children
- Choose to extend their own learning at home
- Are good ambassadors for the school
- Reflect our shared school values in all that they do: respect, kindness, honesty, positivity and teamwork.

Always Children are those who consistently meet all the above criteria, with the possible exception of those which are controlled by external factors.

Appendix 5: Behaviour Beyond the School Gate

Statutory guidance for Governing Bodies was updated in 2012 and includes the following:

c. The power to discipline beyond the school gate.

The power to discipline 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 head teacher are lawful.

The governing body will need to ask the head teacher to consider what the school's response should be to any bad behaviour when the child is:

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

Or what the response to misbehaviour at any time should be, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Appendix 6:

Statutory guidance for Governing Bodies was updated in 2012 and includes the following:

The power to use reasonable force or make other physical contact;

Key points

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

1 What is reasonable force?

1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force².

² Section 93, Education and Inspections Act 2006

- 2) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – **it is always unlawful to use force as a punishment.**

Statutory guidance for Governing Bodies was updated in 2012 and includes the following:

Screening and searching pupils: Key Points

Searching

School staff can search a pupil for any item if the pupil agrees.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search for any item banned by school expectations which has been identified in the expectations as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Staff at AVF schools would only consider using these powers in extreme circumstances and would in all cases follow the statutory guidance laid out in the following documents:

Link to A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff':

<http://www.education.gov.uk/aboutdfe/advice/>