



Prescot County Primary School  
Putting the learner first

# Prescot Primary & Nursery School

*Putting the Learner First*

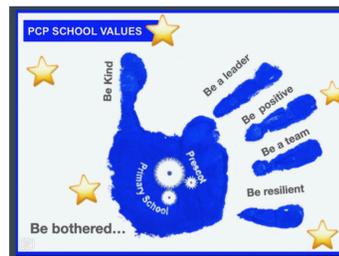
## Behaviour & Relationships Policy

2024

As a Rights Respecting School we promote respect, dignity and non-discrimination, to establish and build upon shared values, adults and pupils collaborate to produce a class charter by choosing three rights which they feel are most relevant. The charter is displayed in the classroom and is a reminder of the shared values and principles. It is a point of reference and signifies the shared enterprise and acts as the 'social glue' to bind everyone together. As a Rights Respecting School, our children are treated as equals by their fellow pupils and by the adults in the school.

Strong relationships are essential for all things positive to happen within an effective school. We place building strong, positive relationships at the forefront of everything we do at Prescott Primary and ensure that all our practice is trauma informed. We are always aware that we, as staff who work closely with our pupils, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

At Prescott Primary and Nursery School, we expect and encourage respectful behaviour and self regulation from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We achieve this through visible consistency which is tightened through continual reference to our school values and the drive to 'Be bothered'.



These are referred to and used regularly by all pupils and staff at all times.

Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a respectful manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive relationships are the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities

(SEND). The recent SEND reform (2015) has removed behaviour as a special needs and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

## **Article 28: Discipline in schools must respect the child's dignity and rights.**

### **Aims of the Policy:**

- To fully embed a trauma-informed approach at Prescott Primary & Nursery School
- All pupils will be treated with unconditional positive regard
- To develop a moral framework within which children can mature emotionally and in which relationships can flourish
- To enable children to develop a sense of self-worth, respect and tolerance for others
- To produce an environment in which children are rights respecting
- To develop practices which support pupils to regulate and self-regulate

### **Objectives:**

For children to show:

- Self-respect
- Self-confidence
- Self-control
- Self-regulation
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community
- Respect for all those with protected characteristics

### **Rights Respecting Pupil Steering Group:**

The purpose of the Rights Respecting Pupil Steering Group is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each year group, from Y2-Y6, elects two pupils to represent them as Rights Respecting Leaders. These representatives are presented with a lanyard to show that they are on the Rights Respecting Steering Group. The communication from each year group, via their representatives, leads to discussions which reflect group feelings and opinions. Meetings are held half termly and minutes are distributed to year groups for reflection and discussion.

The Rights Respecting Pupil Leaders are responsible for making decisions about all aspects of school life which affect all pupils. Having contributed to the decision making process through their representatives, each pupil has some degree of possession of the outcome.

The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This, in turn, contributes to improving behaviour, helps to prevent bullying and encourages trust and teamwork.

### **Pupil Leadership:**

At the beginning of each year children in years 5 and 6 are selected to be House Team Leaders, Sports Leaders, EYFS Buddies and DIGI Leaders. Part of their role is to be a contact for children who feel that they have no one to play with or feel that someone is being unkind to them. They are asked to report any of their concerns to their class teacher or Deputy Head. Children in Y4 also apply for the role of 'Mini Safeguard'; they help to keep the environment safe and also help to buddy the younger children. Our pupil leaders help to celebrate achievements throughout the year and also help to promote our rights respecting ethos and school values. They represent all children and are excellent role models for all children across school.

### **Greeting Pupils and Parents/Carers:**

At the start of every day, children and parents are greeted by staff with a warm smile and a personalised hello. All staff will demonstrate unconditional positive regard welcoming all unconditionally. Each day at Prescott Primary is a fresh start.

### **Celebrating success:**

We want our children to strive for personal success without the need for rewards but we do enjoy celebrating with them. We do this in a fair way by:

- **Verbal comments of specific praise** are given regularly by all teachers, teaching assistants and other members of staff. We aim for them to be clear and sincere. Children should know what they have done well.
- Twitter posts or other home communication systems will be used to share success with families at home, and the wider community if appropriate.
- In EYFS, children are encouraged to work as a team to 'fill their bucket' in order to earn class treats.
- Children from Y1 to Y6 can earn **House Points** which are totalled and celebrated each half term with treats for the winning House.
- **Celebration Assemblies** are held weekly to celebrate achievement and effort in their work and to celebrate the winning House.
- **Hive Time** can be awarded for effective use of self-regulation strategies or as a birthday treat.

- In KS2, pupils receive their **Accelerated Reader** certificates and badges during Celebration Assembly. Any Word Millionaires are added to the 'Wall of Fame'.
- **Prescot Pilots** - We strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration. This is done within our programme called 'Prescot Pilots'. We acknowledge and celebrate all learning that is done outside of classroom hours and walls.
- Monday morning relationship-building opportunities/Circle Time (in line with Restorative Practice). This allows our staff and pupils valuable time to re-establish and further develop positive relationships after a weekend, each class starts the week by playing board games together to facilitate relaxed discussions.

## Our restorative approach:

All adults at Prescot Primary School understand how trauma can impact upon an individual in a range of ways. Our aim is that all staff can help pupils to navigate their way through these difficult periods and support them to self-regulate. All staff understand that firm, well communicated boundaries are necessary, but staff are well-trained in developing relationships that are positive and encouraging to enable pupils to improve their conduct. We will never use fear, intimidation or shame when working with a pupil who is demonstrating unwanted behaviours. Staff are enabled to fully incorporate a restorative approach with the pupils they care for. We achieve this by allowing them time, a safe space and further support if needed. We vow to never display behaviours or language which indicates to a child that we have 'given up' on them. We respect **equality, privacy and dignity** at all times.

We understand that there will be times where our pupils struggle with or are unable to self-regulate. Any negative behaviour choices are interpreted as an inability to communicate, a lack of understanding or a reaction to a challenge, whether extrinsic or intrinsic, and this may be displayed by a pupil not successfully managing to follow the school values, or responding to our 'Cogs of Conduct'.



After a child has demonstrated behaviours that do not meet our core values the class teacher will spend time with the child at the following break or lunch time in order to better understand the situation and to support the child in a restorative manner.

Some possible questions that could be used during this 'repair' time are:

1. What happened?

2. What were you thinking at the time?
3. What do you think about what happened now?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Within the EYFS classrooms, when pupils are struggling to regulate their behaviour, adults will reinforce positive behaviours using language, signing and visual prompts, providing an example of what they should be doing. If a child does not respond positively to this, they may be provided with time with a key adult in a quiet space within the classroom. A member of staff / key person will co-regulate through any negative or unwanted behaviour, using a 6 step conflict resolution approach. When appropriate, a child is encouraged to restore using sign and/or other language.

Teachers, SENDCos or our Learning Mentor will look to identify any pattern in a child's behaviour. They will monitor any possible triggers and offer support and guidance for the child, staff members involved and family.

## **Children who require further support**

All pupils who attend Prescot Primary and Nursery School are valued. Staff are highly trained to support all pupils to achieve self-regulation and to encourage all pupils to demonstrate respectful behaviour.

We understand that there are many children whose behaviour communicates an unmet need. Where staff feel that children require additional support to regulate, discussion will be held with our SENDCos or external specialists to identify appropriate provision. An agreed individualised plan will then be formed in collaboration with the pupil and shared with all adults who come into contact with the pupil and their family.

## **Communication with home**

Clear and consistent communication with parents, carers and families can only have a positive impact on our pupils' success in school. We understand that all families are different, and therefore communication may come in different forms. We may communicate with families often or only at certain points in the school year. We will remain flexible to the needs of the pupil and the needs of our parents/carers in achieving consistently positive communication. We fully understand the power of positive communication with parents and staff therefore strive to report to parents many of the wonderful achievements pupils make whilst in school.

## De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it is necessary to escort a child to a safer environment where they can be supported throughout although never left isolated. The amount of time in a withdrawal space will be monitored. Our 'Hive' space has highly trained staff dedicated to promoting self-regulation and de-escalation strategies. It is a comfortable, safe environment for children to calm down and regulate their emotions in preparation for some restorative discussions to take place.

In the event that it is necessary to hold a child in order to 'prevent a pupil from committing an offence, causing personal injury or damaging property'\*, parents of the child will be informed by phone call or in person. recorded on CPOMs and tagged into the category of 'Positive Handling'. We commit to keeping key members of staff trained in 'Team Teach'.

[\*Education and Inspections Act 2006, Section 93, paragraph 465]

## Suspensions & Permanent Exclusions:

In very exceptional circumstances it may be necessary for a child to be suspended or permanently excluded from school. The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to suspend or permanently exclude a pupil, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Please see our Suspension and Exclusion Policy for further information.

*This Policy should be read in conjunction with our Suspension and Permanent Exclusion Policy, our Anti-Bullying Policy and our SEND/Inclusion Policy.*

If parents/carers would like to find out more about a trauma informed approach they can access more information here:

<https://restorative-practice.co.uk/>

