

be kind – be curious – be respectful

Relational Policy (Behaviour)



Oak Grange Nursery & Primary School



Oak Grange is committed to the Derby City Inclusion Charter

“Together may we give our children the roots to *grow* and the wings to fly.”

At Oak Grange we believe that each person in the school has the right to feel safe, valued, respected and happy and for all children to learn in a calm and supportive environment. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe that this will support our children to learn to manage their own behaviour and to be responsible for their own actions.

By forming positive, supportive relationships and by everyone acting as role models in school, we are promoting our Core Values of:



These values are used consistently across the school and the language of our core values is used with all children and adults when referring to behaviour. Our values are taught and reinforced through assemblies, our curriculum and PSHE lessons; they help our children understand how to demonstrate these values in different places, in and out of school. Children are praised for demonstrating the core values.

At Oak Grange our approach to behaviour is a relational one where we see behaviour as a communication of an unmet need, a need we have to meet in order for the behaviour to change.

We use the current research in neuroscience and trauma informed approach which shows that positive relationships that promote high levels of care alongside high expectations are essential to children’s personal and academic success in school. Our relational approach follows three main steps.

‘visible consistency and visible kindness to allow exceptional relationships and behaviours to flourish’



Responding and Calming: *“join us in our calm (not us in the chaos)”*

Keeping Calm-Using everyday interactions to maintain relationships and agreements and promote a calm and supporting environment.

Regulating Emotions-Using key relational skills to regulate strong emotions and calm behavior.

Hyper-need to bring down. Hypo-bring up

Managing Crisis- Having clear plans to ensure safety and support.

Building Relationships. *“connection before correction.” We will be curious, what is happening for the child?*

Developing safety and trust through protection, connection, understanding and care.

Supporting Inclusion

Facilitating access to learning, ensuring social inclusions and developing individual skills

Setting Boundaries:

Reaching agreements and building a shared understanding of expectations. Establishing clear processes for resolving difficulties

Repairing and Restoring *“what can we do to do to put this right.”*

Resolving Conflict

Everyday restorative interactions to resolve minor conflict and disagreements and create a shared understanding.

Repairing Harm

Restorative encounters to discuss the breaking of agreements, the impact on others and to restore relationships.

Supporting Change:

What additional support/action is needed?



The Oak Grange core values will be used by all adults to support children to make the right behaviour choices, the language of the values should be used to help the child reflect on and choose their behaviour.

All staff will be trained in **trauma and attachment informed approach**. We believe that this will best enable staff to respond appropriate to need and the knowledge of the child.

All classes have their own calming area for children to use to aid self-regulation, children are taught to use these resources and to understand how this is helping them be ready to learn again. Children are taught breathing techniques, mindfulness and calming strategies.

All adults in school will always respond to in a calm and consistent way. In the classroom adults use clear and specific language to support children in making positive behaviour choices.

Step 1

Remind

I can see that the whole class is almost ready to learn....I see *** looking this way, straight at the bookthank you (specific)

Step 2

Remember

**** Show me you are curious and ready to learn by looking at me. (explicitly prompt the child) Remember when you did this yesterday...you were amazing

Step 3

Reinforce

**** If we aren't looking, we aren't learning, you will still need to finish your work before you can go outside and spent some reflection time.

This sets a high expectation for behaviour along with a positive affirmation that the child can achieve this. Children will always be given time to correct the behaviour after the script is delivered. All children are entitled to a calm and safe place to learn and if a child's behaviour is continually disrupting, then additional support from the link SLT will be sought and the child will be taken to reflect/calm. If at any time behavior escalates to an unsafe level. Children will be evacuated.

Every classroom should be a calm and positive learning environment and children should feel safe in all parts of the school. If a child continues to not follow instructions to keep themselves or others safe, then parents will be contacted to discuss actions moving forward that are appropriate to the child's circumstances.

Supporting children to regulate emotions

Children with many social, emotional and mental health difficulties will find self-regulating their emotions a challenge; we understand that their behaviours are a way of communication.

'We wouldn't punish children for reflex action, like a leg kicking if the knee is tapped. Nor should we punish pupils for behaving as if their world is not safe; because it may feel unsafe, for them, and that is not a physiological state anyone can be argued out of.'
(Bombér 2020)

Children need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. An adult will have to lend their "thinking brain" by talking out loud with the child. Only when the child has been supported to calm themselves must the logical consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions. Adults will respond in a predictable, prompt, kind and assertive manner, we will provide additional support where needed so that all children can meet our expectations.

Individual children



We recognise that some children in some circumstances, may find it difficult to regulate their emotions with the support of an adult. In these situations, their behaviours may be dangerous to themselves and/or others. In these cases, children will need to have a Individual Support Plan (appendix 3) which identifies triggers, strategies and adults who can support the child. In all classrooms, to promote a positive, calm climate we will use visual timetables, and recognition boards.

In the case of an emergency situation, the adult supporting the child must request additional help from any available adult through the use of the red card system, in the first instance this will be the Learning Mentor linked to the year group.



Our school ethos of kindness and respect underpins all that we do to ensure that school is a place of safety and a positive learning environment for all children. All adults in school invest in building relationships with the children they work with, so that children enjoy their learning and attend school regularly. All children are treated with kindness and valued as individuals.

All members of staff in school are expected to model and promote behaviours and further embedding positive relationships. Every interaction between all staff and children will explicitly teach our school expectations, routines and values.

'visible consistency and visible kindness to allow exceptional relationships and behaviours to flourish'

Relationships are built through:

- Consistent caring and supportive adult behaviour.
- Language is everything -be specific, be clear, be consistent.
- Clear, high expectations for behaviour and learning.
- Consistent routines and practice in all areas in school.

Setting boundaries and celebrating positive behaviour

We think carefully about how we celebrate desired behaviour. Positive, authentic and specific praise is a powerful motivator. A thumbs up, a quiet word, when you "notice" that a child has overcome a barrier they have been working on.

Expected behaviour must be explicitly role modelled and promoted by all staff at all times. Around school children should be given regular, **specific** praise for excellent behaviour. To reward children's positive behaviour, we ensure that the praise is specific, pertinent to that child/class and authentic.

- Positive phone calls home.
- Stickers reflective of the values. 
- Values postcards 
- 'Class Dojo' where children can earn individual Dojo points

Consistent routines

Through teaching and promoting the core values, children at Oak Grange learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, in every lesson, teachers always ensure that the classroom is calm, well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

To develop the effective use of routines relationships across the whole school we have adopted key routines:

- Meet and greet all children positively when they arrive in the morning,
- Clear signal for all children to stop. (this signal may vary according to age and stage of development)

Setting high expectations

In all areas in school children are reminded to demonstrate the Core Values by:



I am kind when...

- I smile and say hello.
- I use kind words.
- I use kind actions.
- I include others.
- I help others.
- I am being fair.



I am curious and ready to learn when...

- I look carefully
- I listen carefully.
- I use my learning attitudes:



I am respectful when...

- I use good manners.
- I walk in school to stay safe
- I respect the feelings of others.
- I respect the beliefs of others.
- I respect property at school and home.
- I respect our environment by being a Global Citizen.

Supporting Inclusion



We recognise that some children have difficulties in self-regulation resulting in disruption to learning or relationships. Our expectations for all children are that they will follow our school-based routines with support, so that they do not impact on the learning of others. After teacher intervention, if children are regularly showing behaviours that impact learning environment for all, they will be referred to the school's pastoral team and SENCo and seek support from their link member of the Senior Leadership Team. All staff will be trained in trauma **and attachment informed approach** we believe that this will best enable staff to respond appropriate to need and the knowledge of the child. If a

Support may include:

- Use of appropriate spaces to aid regulation to include
 - ✓ Nature area/forest school
 - ✓ Library
 - ✓ Sensory room
 - ✓ Movement breaks
- Positive Support Plan
- Referral to specialist support

Repairing and Restoring



All unacceptable behaviours must be dealt with and addressed with the child. A playtime/lunchtime incident should be dealt during playtime/lunchtime rather than interrupting learning time. Adults will ensure that children understand that an incident will be resolved at a given time during reflection time (playtime/lunchtime/end of a lesson) to ensure the child is able to engage in their learning until this time. Adults will use these restorative interactions to help the child resolve the incident or conflict and understand how to repair the harm caused. The level of the behaviour may mean that there needs to be a further reflection time on other days to resolve and repair the incident.

Reflection time aims to:

- Teach children the impact of the behaviours they have shown,
- Support children to take responsibility for their own behaviour,
- Know how to repair the impact of their behaviour,
- Have positive strategies to improve their future behaviour.

Reflection Questions- these are the 5 focus questions for reflection. Tell me...

1. What happened? (what happened after that..)
2. What were your thoughts at the time?
3. What do you think now?
4. What was the hardest for you?
5. How do you think it has made the other person/ people feel and think?
6. What should we do to put this right?

See restorative structure Appendix 1

Adults reflecting on behaviour

It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying causes of areas of poor behaviour. We believe that behaviour is a communication of need or circumstances so adults need to understand how a change to provision or practice for the group or individual could help improve behaviour.

Logical Consequences

Behaviours not in line with our Core Values

Behaviour that can be effectively managed within a classroom environment by the class teacher. Teachers will use specific language to set the expectations (Remind, Remember, Reinforce) If after a prompt, children do not demonstrate the core value may lose a few minutes of playtime or lunchtime as a logical consequence to complete any learning or to have a short restorative conversation with an adult.

Where the behaviour escalates so that it is not so easily managed in the classroom environment, there may be a need for another teacher to be involved or the link member of SLT. The child will receive a reflection (part/whole of lunchtime or all playtime); the class teacher, link SLT member or SLT member on duty can carry out this reflection time. Parents will be informed of the reflection by the class teacher. If persistent behaviour is disrupting the learning of others it may be decided that the child works out of their classroom for a fixed period of time.

All behaviour incidents and reflections which lead to a loss of playtime/lunchtime must be recorded on My Concern by the class teacher. This can be done by ticking the correct tab and then just adding a brief summary of the incident and time lost.

High Levels of Behaviour

Serious negative and/or unacceptable behaviour where the child has deliberately chosen to hurt another person (physically or verbally including racist/bullying/homophobic language) or damage to school or others property will involve the headteacher.

The child will have a meeting with the head teacher to discuss what has happened. After investigation, parents will be informed of the school's actions and will be expected to support the school's decision. An appointment will be made for parents, teacher, child and head/ deputy head teacher to discuss the child's future behaviour. Consequences may include:

- Additional reflection sessions,
- Loss of extra- curricular activities/ any privileges,
- An Individual Support Plan (Appendix 2)
- Risk Assessment (Appendix 3)
- Suspension for a fixed period of time (1 to 5 days).

All behaviour incidents and reflections must be recorded on My Concern by the Senior Leader involved.

<p>Behaviours not in line with our Core Values</p>	<p>It is not kind ...</p> <ul style="list-style-type: none"> To ignore others To use unkind words. To use unkind actions. To continue to exclude others. To refuse to help others To be unkind 	<p>We are not curious when...</p> <ul style="list-style-type: none"> We do not listen carefully. We do not use my learning attitudes positively We stop others from learning 	<p>It is disrespectful to...</p> <ul style="list-style-type: none"> Not use good manners. Not respect the feelings of others. Not respect the beliefs of others. Not respect property at school and home. Not walk in school
---	---	--	--

High Levels of Behaviour	<ul style="list-style-type: none"> • Stealing, • Continued refusal of adult’s reasonable request, • Inappropriate/ bad language. Any homophobic or racist language, • Deliberate graffiti or damage to school or another child’s property, • Serious acts of sustained violence towards children or adults eg. Kicking, fighting, hitting, • Dangerous behaviour due to not responding to an adult’s request, • Bringing dangerous items into school (vapes, knives, weapons, alcohol, drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that could be used to cause injury/offense/damage) • Racial or prejudice abuse, • Bullying including cyber bullying. <p>Criminal behaviour will be reported to the Police.</p>
---------------------------------	---

Child on child abuse:

Where children’s behaviour falls below our expectations, whether on or off site or online that is either witnessed by staff or is reported to the school, we will collaborate with parents to resolve them, putting in place sanctions as appropriate. Negative interactions online can damage the school’s culture and can lead to school feeling like an unsafe place. Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow our Child Protection Policy and the information within Keeping children safe in education addressing it through appropriate sanctions. All staff will challenge inappropriate language and behaviour between pupils. Mobile phones are not to be used when on the school premises and should be handed to a member of staff on arrival. (only applicable to Year 5 and 6)

Removal from class:

To support children who are presenting challenging behaviours in the classroom children may be temporarily moved to work in a separate area of school. The aim is to ensure they understand the acceptable behaviours that are needed to learn successfully in school. They will be supported by the senior leaders (until we develop a pastoral team), who will help them practise strategies to ensure successful reintegration into their mainstream class.

Short term reduced timetables:

In exceptional circumstances, there may be a need for a temporary, fixed term, part time timetable to meet a pupil’s individual needs. Parents will attend a meeting with a senior leader to discuss the reduced timetable and will be given a signed copy of the plan at the end of the meeting. Children will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Governors and the Local Authority.

The action plan will:

- Specify an end date that the child is expected to return to full time education,
- Will be reviewed weekly,
- Be signed by parents to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will supervised when they off site,
- Be shared and understood by parents with clearly recorded objectives.

Suspension:

If a child has a fixed term suspension as a result of their behaviour, work will be provided (this maybe via an online portal) while the child is at home and parent and child must attend a reintegration meeting.

Reintegration following a fixed term suspension:

If a child has been suspended from school they will attend a reintegration meeting on their first day back with the Head/ Deputy Head teacher and parents. This meeting will be to reflect on the behaviour that led to the suspension, allow the child to understand how to repair the impact of their behaviour and promote a climate of success and expectation for when they return to class. Strategies for reintegration include:

- A fixed period transition plan building up a child’s time back in school,
- Individual Support Plan
- Actions for parents to put in place at home,
- Adult support in direct work and/or in the classroom.

In extreme cases the child may be permanently excluded, this sanction is used with the greatest reluctance. Fixed term suspensions and permanent exclusions will follow guidelines set by DFE. If children have persistent unacceptable behaviour an individual Individual Support Plan will be put into place. This will outline support given by class teacher, the plans will set targets for improved behaviour and the consequence of continued unacceptable behaviour.

See separate Exclusions Policy

Safe Touch and Handling

Safe touch is used to calm, soothe and regulate a child's emotions and is a needed developmental experience. The brain does not develop pathways to initiate calming and self-soothing unless and until this safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch and calming regulation, this may be a priority to help their brains to develop.

Safe Touch may be used in the following ways:

- To calm and comfort a distressed or upset child,
- To help regulate emotions when a child is feeling angry or frustrated,
- To reassure and calm an anxious or worried child,
- To support a child with low self esteem

Some strategies that may be deployed are:

- Holding hand, hug or reassuring touch if a child is upset or distressed,
- Use of hand massage, modelling deep breathing or a rub on the back for an anxious or angry child,
- Providing sensory input such as deep pressure hug/massage, support with sensory movements e.g. crab walking/pushing/pulling activities/yoga.

If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control way, they have not yet learned how their strongest emotional reactions can be contained, channeled and communicated safely. This may cause some children to exhibit some behaviours that may be dangerous to themselves, others, school property or that they may be at risk of suspension. On these occasions, staff may have to physically intervene in order to keep the child or children at risk, safe using Positive Handling. Members of staff have the power to use positive handling in school but will do so in a reasonable and proportionate way. In such circumstances we will always inform parents and may then put in place a Positive Handling Plan for a particular child.

Monitoring of Behaviour Incidents

Logged behaviour incidents will be viewed daily and monitored on a weekly basis by the member of Senior Leadership Team. This will allow any persistent issues/ children to be identified. If a child is persistently making poor behaviour choices this may indicate a safeguarding issue or signal an unmet learning or developmental need, these children will be referred to the school inclusion and pastoral team. Termly feedback will be sought from all children about the existing climate within school and a termly report on incidents and exclusions will be shared with Governors.

Lunchtime behaviour

Lunchtime supervisors will follow the same behaviour policy as teaching staff. They will always role model good behaviour, be positive and praise children for good behaviour choices. Lunchtime supervisors will award Class Dojo points. When these are given to children, they will clearly explain why they are giving them to the child referencing the values.

Unacceptable behaviour at lunchtime

Lunchtime supervisors will use the 30 second script to support children to make good behaviour choices at lunchtimes. If the behaviour continues after time out or if it is felt it is not safe for the child to stay on the playground the child may be taken to reflection. This should be clearly explained to the child. If a child will not cooperate or their behaviour is dangerous then a member of the Senior Team should be sought.

Reporting to Teachers

Lunchtime supervisors are expected to deal with behaviour issues that occur at lunchtime but any rough, aggressive or unkind behaviour must be fed back to the teacher or learning support assistant at the end of lunchtime.

Allegations

Malicious Allegations against staff

Any allegation against staff will be fully investigated by the Headteacher and if the allegation is found to be malicious consequences will be put in place that may lead to suspension or permanent exclusion.

Physical Intervention Policy (taken from EMET Physical Intervention Policy (due for review Autumn 2023))

2. *Minimising the need to use force*

- 2.1 *As a Trust, we are firmly committed to creating a calm and safe environment that minimises the risk of incidents arising that might require the use of reasonable force.*
- 2.2 *Our staff will only use force as a last resort and strongly believe in de-escalating any incidents as they arise, to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various techniques in the management of a class environment.*
- 2.3 *Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.*

3. *Staff authorised to use force*

3.1 *Under Section 93 of the Education Inspection Act (2006) the head teacher of a school is empowered to authorise those members of his/her staff enabled to use reasonable force. Each head teacher in an EMET school has empowered the following members of staff to use reasonable force:*

- *Teachers and any member of staff who has control or charge of students in a given lesson or circumstance have permanent authorisation.*
- *Other members of staff such as site and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.*
- *Schools do not require parental consent to use force on a student.*

4. *Deciding whether to use force*

4.1 *Under English Law, members of staff are empowered to use reasonable force to prevent a student from or stop them continuing to:*

- *commit any offence;*
- *cause personal injury to, or damage to the property of, any person (including the student himself); or*
- *prejudice the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.*

4.2 *All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:*

Induction of staff

Leaders will ensure that all new staff are fully inducted into school, so that they fully understand our school culture, values and routines and know how best to support all pupils to participate in learning, ensuring that they create a calm, supportive climate within the area of school that they work. All induction will be fully aligned to our relational behaviour policy, the Early Career Framework (ECF) together with the National Professional Qualifications in Leading Behaviour and Culture (NPQLBC).

Role of leaders

School leaders will act as role models at all times; demonstrating a consistent, predictable approach to children. They are highly visible throughout the school day, with leaders routinely engaging with children, parents and staff on setting and maintaining the behaviour culture and the environment where everyone feels safe and supported.

Links to other policies and documents

- Exclusion policy – Oak Grange Primary
- Attendance policy- Oak Grange Primary
- Anti Bullying Policy- Oak Grange Primary

- Equality policy- EMET
- Physical Intervention Policy EMET
- Search and Confiscation Policy
- Online Safety Policy EMET

Oak Grange is an inclusive school, we believe in equality and in valuing the individual.

We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality, will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

Restorative Conversation (structure not a script)



Stage 1 (the "what")

Do say	Don't say
What happened?	Why did you do that?
What was happening before?	Who was to blame?
What were your thoughts at the time?	You need think about your behaviour
After that what happened next?	

Stage 2 (the "impact")

How do you feel about it? I am here to help you.	
What has been the hardest thing about it?	
Was anyone else involved? Do you think they are affected?	Who else is to blame
Younger children might need some support in this section as they are beginning to understand and name emotions.	

Stage 3 ("what next")

What needs to happen now?	
When can we do that?	
Anything else?	
What will help you to move on from this?	
Younger children are learning how to recognise how to "repair" they will need some options modelling to them They might also need to make the link between an action they have taken and the impact on others. Social stories would help with this.	
! Remember separate the "deed" from the "doer" ! Remember not all children have the necessary language skills to communicate, Use PECS/Makaton. !Remember children need to regulate before any next steps.	



Individual Support Plan (eg)



Oak Grange
Nursery &
Primary School

Name: *****	DOB
Class:	
Date	Review

Background

Likes and Dislikes

Likes: Marble run Magnets Stories Guinea pigs
Sensory objects e.g. squashy/spikey/fronds/ bubbles
Hugs/ back massage (from those that he trusts)

Dislikes: Sharing
Not being able to do something (gets frustrated and then angry)
Big children

***** has told staff and mum (when he is calm) that he doesn't like hurting. This can be different from what he vocalizes after an event when he is confused with his emotions.

His autism stops him from understanding his emotions. When he is upset and angry he becomes confused.

Adult needs to talk ***** through how he is really feeling e.g.
"I can see that you are upset as you are crying. This shows me that you are upset at what you have done."

Triggers/Cues to Behaviour

- Sharing (pink bike especially) he will try and hurt the person (adult or child) that has upset him
- Not being able to have his own way gets angry quickly
- Big children tries to hurt them
- Really happy launches himself at the adult for hugs

Behaviour	Response
Not being able to do something Upset	Distraction – change of mindset

Appendix 3 Risk Assessment eg

Childs Name: *****		Date of Risk assessment:	Teacher:	
Class:		***** is believed to have autism and as a result of this can become easily agitated/ annoyed/ upset.	Other adults: One to one support:	
Hazard observed	Risks before control measure implemented	Control measure to be considered	Risk rating if controls implemented	Further control measure necessary
Hurting adults	Med /High	Detailed behaviour plan with input and support from Ed Psych. Written with input from the whole team around strategies that work well and strategies to use to keep adults safe. Behaviour plan to identify potential triggers to help adults anticipate behaviour and plan a strategy to deploy.	Low	NA
Hurting children	Med/high	Detailed behaviour plan with input and support from Ed Psych. Written with input from the whole team around strategies that work well and strategies to use to keep adults safe. Behaviour plan to identify potential triggers to help adults anticipate behaviour and plan a strategy to deploy.	Low	NA
Extreme behaviour	Not being able to turn ***** negative behaviours around into positive behaviours.	If ***** continuously refuses to show positive/ calm behaviours even after the above mentioned measures have been used to manage behaviour staff will remove other children if deemed a risk of harm	Low	NA
Headteacher signature:				