



# Relational behaviour policy

School Policy

**Reviewed: April 2023**

Agreed By: Governing body

Date:



### **Our vision:**

*We believe in the potential of every child regardless of background or individual needs as expressed in Luke 15, The Parable of the Lost Sheep. We are committed to providing an emotionally supportive environment, where pupils flourish, growing both spiritually and academically; securing foundations for each child to understand who they are and the unique qualities they bring to the world.*

### **Introduction**

At Langafel we understand that behaviour is a language, a form of communication. We strive to promote our children's positive mental health and well-being using the principles of the Thrive approach and Nurture-UK to support the children to manage their emotions and to develop socially appropriate behaviours. We set clear expectations and boundaries of behaviour according to the age or developmental stage of the child. We do not insist on compliance, rather we support the children according to their individual needs to be able to act in accordance with our ethos and values. The school community's ethos is derived from our values of honesty, aspiration, team work, enjoyment, perseverance, confidence, respect and Koinonia, chosen by all stakeholders in our Church of England School.

We are trauma informed and work with positive behaviour strategies to avoid crisis. This school year we have fully adopted and trained all members of staff in the practices and principles associated with the Kent PROACT-SCIPr-UK Network (approved by the Loddon Training and Consultancy). PROACT-SCIPr-UK stands for Positive Range of Options to Avoid Crisis using Therapy – Strategies for Crisis Intervention and Prevention. It is the intent of PROACT-SCIPr-UK® to minimize the use of physical interventions and to emphasize sound behavioural support strategies based upon an individual's needs, characteristics and preferences.

For more information in the approaches that we have adopted as a school please refer to the following websites:

- [About us | The Thrive Approach](#)
- [Home - NurtureUK](#)
- [Loddon Training | Loddon | PROACT-SCIPr-UK® \(loddonschool.org\)](#)

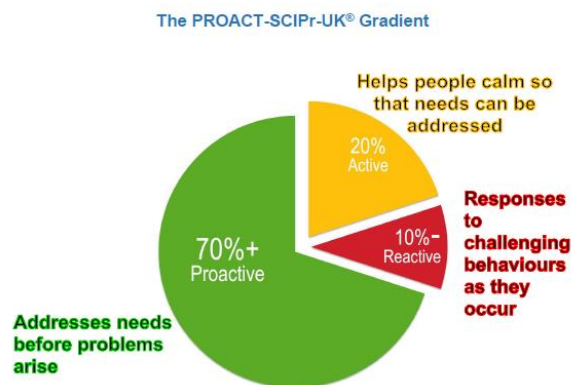
### **Rationale**

This document provides a framework for the creation of a happy and safe environment with clear expectations in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow everyone to understand the policy of the school and to apply it consistently and fairly. One of the core principles of the Thrive Approach, Nurture-UK and PROACT-SCIPr-UK is that the adult-child relationship is vital when developing the child's social and emotional skills essential for life learning. When children experience safety in their relationships they open up to new learning; when they experience a threat to their safety they mobilise themselves for responding to danger and/or prepare to shut down if the conditions are overwhelming and they lack the resources to respond.



## Aims

- To ensure a consistent approach to behaviour to be adopted by the whole school community
- To ensure all children/ adults strive to achieve as highly as possible
- To know and uphold our values, supporting all those who work/interact in our school
- To ensure children feel safe, protected and valued in order to be able to learn and are educated about how to behave in a way that will allow them to succeed in the wider community
- For staff to be mindful and to have a deep reflective, team approach to behaviour which challenges. Staff will consider how the environment could be adapted for the individual child with effective support strategies. Utilizing the PROACT SCIPr gradient:



## Principles

As a Church School, we are committed to developing both our school and Christian values to encourage children to become effective members of society. We also aim to help children become moral, productive citizens in the future in line with British Values.

We expect children leaving Langafel Primary School to have a clear understanding of right and wrong and be able to make good choices when confronted with difficult situations. We aim to develop self-discipline and perseverance in children so that they are able to overcome challenges both in the classroom and in the world outside of education.

## A Whole School Approach

Staff will be trained to employ a relational approach to behaviour following the key principles of PROACT-SCIPr-UK, Nurture-UK and the Thrive Approach, being proactive in developing a secure and positive relationship with the child promoting self-regulation and behaviour for learning. Staff will refer to the Gateways for proactive behaviour management (appendix 2) to develop appropriate individualised support.

As well as individual approaches, at the beginning of the year each class will discuss the whole school behaviour expectations and think about our school values (see below). They will use it to help them form a Class Charter which will be displayed in the classroom. This will be re-visited at the beginning of each term and referred to throughout the school day as necessary. These charters should refer to our values but be age and class specific.



## Praise and Rewards

Praise and encouragement for work and behaviour should be used as much as possible. Wherever possible it should be immediate and specific. Such encouragement will increase each child's motivation to further achievement, help them to identify appropriate behaviours and raise self-esteem. Children from SLIC will follow the SLIC rewards when in SLIC and the mainstream rewards when in mainstream classrooms.

### Blue tokens

In addition to verbal praise we reward good behaviour with a Blue Token system (which corresponds to 1 house point). Tokens can be kept in the Good to be Green chart or on a tally chart and are totalled on a weekly basis on the whole school spreadsheet.

- Blue tokens are awarded in years 1-6 for positive behaviour, good work and excellent effort.
- Year R use stickers which have the same value as Blue tokens.
- Pupils will receive recognition for their successful achievement of tokens (stickers in year R). This is age appropriate and reviewed by the phase leader each year. Outlined below are the rewards pupils will receive dependent on their age and phase, for their achievement of tokens (stickers in Year R).

### **Key Stage 1 and Lower Key Stage 2 Star Badges:**

*Star Badges (and a prize after 100, and at 125, 150 etc) will be awarded to individual children when they have collected the following number of tokens: These will be given out regularly in a Phase or Key stage Worship.*

- *25 points –Bronze star badge*
- *50 points – Silver star badge*
- *100 points –Gold star badge*

### **Upper Key Stage 2:**

*Following discussion with the class they will choose to have either a prize or ticket to be put into a draw for a larger prize awarded to individual children each time they collect 25 tokens, the highest Year 5 and Year 6 token earner in each class each term will also get a prize.*

**Green time** Time for children to choose their activity as a reward for being well behaved all week.

- **Key stage 1** If a child remains green all week they will have 30 minutes green time. A Star of the week will also be chosen in each class. Every Friday, a child takes home the class toy and gets to spend the weekend with them and record their time together in the class book. They bring the toy back after their weekend together and share the book/their time with the class. The other children then have the chance to ask questions. The star of the week can be any child for any reason - good work over the week, great demonstration of values or that particular child might have improved in an area they were previously struggling with.
- **Lower Key Stage 2:** If a child remains Green all week they get 25 minutes of Green Time. Two children who have demonstrated excellent behaviour will also be chosen to receive a small prize
- **Upper Key Stage 2** If a child remains green all week they will receive 30 minutes green time



### House and class teams:

Every child is a member of a house team, (Oak, Willow, Beech and Chestnut) tokens for each team are collated to see which team has the most. The token totals are collected every week and reported at the next Golden book worship. The house team with the most points at the end term will be allowed to choose a small reward.

- Children will have opportunities to take part in termly challenges to collect additional points for this house.
- Each house team has a Captain and Vice-Captain who will help to lead and motivate their house team.
- SLT Members/Staff will award additional house points for pupils setting good examples for others.

### Class reward:

Each class has their own additional reward system – e.g. ‘pebbles’ in a jar. When children fill their jar with ‘pebbles’ they are able to choose a small reward at the teacher’s discretion. FOLS will provide each phase with an allocation of money at the beginning of each season to cover costs for pupil rewards.

### Phoenix class (nurture)

To support the needs of children in Phoenix we focus on rewarding positive behaviour choices through awarding:

- Pom poms for kindness, where 10 pom poms can be exchanged for a small prize.
- Cubes for good learning behaviour, each cube gives 1 minute of reward time at the end of a lesson.
- Collect 40 pebbles for good behaviour to earn 1:1 time with an adult as a reward.

To help the children manage their own behaviour, they also have access to a range of resources including:

- Calming areas, sensory toys, visual prompts and displays, mindfulness time and activities, Thrive resources and practitioners.

### SLIC rewards

Otter Class:

- Reading Rewards 15 tokens = Certificate and small present from the special box.
- Good listening in both Quiet time and Relaxation story 5 ticks = Certificate and small present from the special box.
- Kindness Marbles in the class jar- for a full jar all children receive a small gift and extra special choosing time.

Beaver Class:

- Blue tokens
- Kindness pompoms - once you get 10 get a prize .
- Earning end of day reward time - stars given each lesson. These are added up as a total and children with the most, are awarded star of the week with a prize from the box.

Seal Class:

- Blue tokens .



- Kindness Marbles (Once you get 10, you get a prize).
- Earning end of day reward/quiet time - Minutes are given throughout the school day.

### **Golden Book:**

Every week staff will nominate at least one child from a class to be entered in the Golden Book. This should be for a specific reason in which the child has shown either great improvement or achieved very highly. The child will receive a certificate from the Headteacher stating the reason for the nomination. They will have their success shared with the school in Worship. Their name is then entered into the Golden Book which is kept in the reception area. LKS2 Golden book children can also have time with Winnie.

### **Whole School Behaviour Expectations**

We expect every child in the school to know and adhere to the following school expectations (class charters will be more age/cohort specific around rules and boundaries). The generic whole school expectations are accessible (supported by visual symbols) for all pupils as follows:

- Kind hands
- Kind feet
- Kind words
- Good listening
- Good sharing

### **Good to Be Green/Traffic Light System:**

Within mainstream, each class will use a traffic light system – “it is good to be green” (KS1) and “traffic light cards” (KS2). This will be displayed in the classroom alongside the charter. All children will begin each day with a green card. If children do not adhere to the class charter the following steps and sanctions are to be enforced:

#### **EYFS**

- A warning will be given.
- If spoken to again, 5 minutes ‘time out’ to think about their behaviour
- If behaviour is consistently unacceptable parents will be spoken to at the end of the day
- Staff reflection on behaviours and proactive / active strategies required to support more positive behaviour moving forwards

#### **KS1**

- A warning will be given.
- Yellow Card = 5 minutes in the reflection room at next play
- Red Card = 10 minutes in the reflection room at next play
- For more serious behaviour children will be given an immediate red card
- Staff reflection on behaviours and proactive / active strategies required to support more positive behaviour moving forwards

#### **KS2**

- A warning will be given.



- Yellow Card = 10 minutes in the reflection room at next play
- Red Card = 15 minutes in the reflection room at next play
- For more serious behaviour children will be given an immediate red card
- Staff reflection on behaviours and proactive / active strategies required to support more positive behaviour moving forwards

### **Phoenix**

- Verbal and visual reminders given.
- Timers used for learning time wasted – this is then 'given back' at the next break or end of the day.
- Yellow / Red Cards given (as KS2 above) for unkindness but may be completed in Phoenix class with a trusted adult rather than reflection room
- Staff reflection on behaviours and proactive / active strategies required to support more positive behaviour moving forwards

### **SLIC**

- Children work on a 'now' and 'then' system which motivates them to complete tasks
- Individual reward and consequence systems in place for each child as appropriate this may include children remaining in class during break/ lunch if behaviour warrants this sanction.
- Reflection room not used
- ABSN forms are used for individual pupils
- Staff reflection on behaviours and proactive / active strategies required to support more positive behaviour moving forwards

In addition to the above, for the **whole school**, in exceptional circumstances:

- In exceptional circumstances, the use of active and reactive support (planned for individuals) which may include:
  - o Going to a safe space (to give children time away from others to calm down safely)
  - o In an emergency situation positive handling in accordance with PROACT SCIPr-UK legislation and risk assessment

In all areas of the school if poor behaviour occurs in the afternoon, time will be taken at playtime the following day. Once pupils have lost their time, their chart will be reset to green. If children miss their whole break they will be given an opportunity to have some fresh air, snack and drink before returning to class.

*All red cards are recorded on SIMS each day in the reflection room.* Phases will analyse their phase behaviour monthly and bring concerns to the AEN team. Each season these steps are followed for re-occurring red cards.

1. If pupils display behaviour resulting in re-occurring yellow cards in a short space of time, the red card actions are also followed.
2. Any red card – the class teacher will inform the parent.



3. 3 red cards – parents and child will meet with the class teacher and Phase leader or a letter will be sent to parents.
4. If a further red card is received – the pupil will be removed from class for the session and sent to member of SLT – parents will be informed by SLT member.
5. Should another red card be received the Head Teacher will contact parents for a formal meeting.

## Recording Behaviour

### **ABSN forms (Appendix 3)**

For behaviour incidences that fall outside of the card system Antecedence, Behaviour, Support Strategies and Next Step (ABSN) forms will be completed by staff involved (via CPOMS) and used to help plan future individual behaviour management strategies. This is also done if a child's behaviour warrants a straight Red or involves physical violence.

Some pupils may be given a personalised behaviour support plan if individual needs are not being met through the outlined whole school approach. This will be written in consultation with the adults working alongside the child and their parents.

### **Racial, Homophobic, Religious Incident Form (Appendix 4)**

Something is a racist or religious incident if the victim or anyone else thinks it was carried out because of hostility or prejudice based on race or religion. If this is the case it should be recorded on the racial, religious or homophobic form. This should be handed to a member of SLT and if appropriate will be logged on the Kent Racial Incident Survey Site. The incident should also be recorded on SIMs as a racial incident. Parents from both parties must be informed of the incident and outcomes.

Behaviour forms and ABSN forms can be found at the back of the staffroom and the end of this policy. Electronic copies are available on our shared drive.

### **Quiet room, working away from the class**

Following extreme behaviour it may not be appropriate for pupils to return to class. They will be removed from peers and taken to a safe place in school to reflect on their behaviour

If a pupil is presenting with behaviour that is unsafe for themselves and others around them they may be asked to spend time in the Quiet room to calm. A member of staff will be with them and a radio will be made available to call additional adults for support. Use of the quiet room will be recorded in the quiet room record book.

Parents will be contacted for repeated or seriously inappropriate behaviour, or if the quiet room has been visited.

### **Positive Handling (reasonable force)**

The use of restraint is to be avoided where possible but in some circumstances it may be used to:





- avoid injury to children or adults
- avoid self-harm
- avoid significant damage to property
- prevent the continual disruption to the learning of others.

All staff have received appropriate training in positive handling and if a child is restrained this will be recorded in the bound and numbered book.

### **Searching and confiscation**

In addition to the general power to use reasonable force described above, the headteacher and staff authorised by the headteacher can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- Knives and weapons
- Alcohol
- Illegal drugs
- Medication other than their own inhalers.
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Schools’ common law powers to search states:

- School staff can search pupils with their consent for any item.

They may search without consent for the items listed above plus mobile phones which have not been agreed or handed in.

Force cannot be used to search for items banned under the school rules.

### **Suspensions and Exclusions**

Suspension – Examples of extreme behaviour which fall outside the above system and would result in the child being sent to the Headteacher/Deputy Headteacher or senior member of staff immediately. This would include:

- Extremely aggressive behaviour
- Foul language
- Racist remarks
- Bullying

This may result in an internal and/or external suspension at Head teacher’s discretion.

If a pupil intentionally physically hurts a member of staff or pupil they are not permitted in the classroom for the remainder of the day.



Parents will be notified of the reason for any external suspension in writing. A copy will be sent to the Exclusions Officer and a meeting between the parents and the Headteacher will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern is significantly reduced. A written record of the discussion, and commitments to the agreed plan by both parents and the school, will be made. One copy will be kept by the school and one will be sent to the parents.

The policy will be adjusted accordingly for individual pupils where behaviour is a direct result of a disability

### **Outside Agencies**

Any worries about a pupil should be communicated to the Deputy Headteacher for Inclusion. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, Deputy Headteacher for Inclusion, Head teacher and parents. Outside agencies will need information teachers therefore need to document evidence of behaviour carefully so that it can be collated when required.

### **Monitoring**

In the light of this policy the SLT will continually monitor the behaviour throughout the school.



## Appendix 1

### Langafel CE Primary School Charter

We expect every child in the school to know and adhere to the following school expectations (class charters will be more age/cohort specific around rules and boundaries). The generic whole school expectations are accessible (supported by visual symbols) for all pupils as follows:

Kind hands  
Kind feet  
Kind words  
Good listening  
Good sharing

#### **Aspiration:**

We know with hard work and determination we can aspire to be whatever we want to be.  
We will aspire to always try our best in both behaviour and work.

#### **Perseverance:**

We will persevere when things become hard and not give up.  
We will try to find ways to solve problems on our own before seeking support.

#### **Honesty:**

We will be honest with ourselves and others when things have not gone well and work to improve.  
We will always be honest about situations even if we have made a mistake.

#### **Respect:**

We will treat everyone in our Langafel Primary School Team with respect.  
We will work/ behave to our best ability to earn respect from others.  
We will be respectful of those around us by treating everyone in the way we would like to be treated.

#### **Teamwork:**

We know we are a valuable member of the Langafel CE Primary School Team.  
We will always try to behave in a way that makes us proud of our school.  
We will support each other to achieve the best we can do.

#### **Confidence:**

We will work together to improve each other's confidence by listening and sharing compliments.  
We will challenge ourselves to be confident in all we do.

#### **Enjoyment:**

If we work hard and support each other we know we can achieve and enjoy every aspect of school.  
We will endeavour to make all our learning enjoyable and memorable.

#### **Koinonia:**

We work as a church school community to ensure Langafel is a happy successful school  
We will value and recognise differences in each other.  
We will all play our part in the school's work, thinking of others before ourselves.

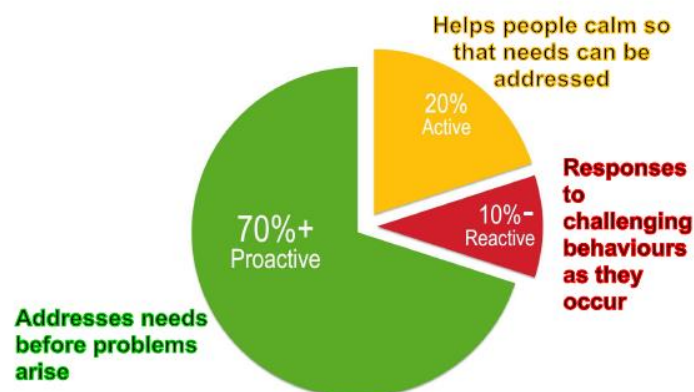


## Appendix 2

### Gateways to Positive Behaviour - Proactive Management Kent PROACT-SCIPr-UK Network (2018)

- **Communication**- Have you offered an opportunity to communicate
- **Choice**- Have you offered the pupil another activity or choice
- **Environment** - Have you offered a change of location, or could you adapt the space?
- **Physical Needs** -Have you considered health, hunger, toilet, tiredness etc.
- **Interaction** - Have you considered a change of staff member and/ or need for attention
- **Therapeutic alternatives** -Could you offer time out/ listen to music/ massage
- **Relaxation**- Have you tried deep breathing/ slow breathing
- **Calming Techniques** - Have you tried redirecting, reassurance, talking down
- **Listening Techniques** – Have you listened, picked up cues and signs and given prompts
- **Sensitivity/ thoughtful** - Have you helped to restore the individual's confidence/ dignity, offered a functional/ constructive activity

The PROACT-SCIPr-UK® Gradient





**Appendix 3**

**ABSN Form**

<b>Date / Time</b>	<b>Antecedent (Place, trigger)</b>	<b>Behaviour (Type, duration, severity)</b>	<b>Support strategies (Proactive, active, reactive)</b>	<b>Next steps (De-escalation, adaptations to behaviour plan / environment / parent contact)</b>



**Appendix 4 (please use the copy in staffroom or on the shared drive)**

**Racial/ Religious Incident Form  
(sections in bold must be completed)**

<b>Date Form Completed:</b>	
<b>Name of Person Reporting:</b>	
<b>Position in School:</b>	
<b>Date of Incident:</b>	

<b>Name of Victim:</b>				
USPN of Victim:				
<b>Status of Victim</b>	Pupil	Staff	Pupil from outside	Other
<b>Ethnicity</b>				
<b>Year Group</b>				
Involved in Previous Incidents?	Yes		No	
If yes how many and when:				

<b>Name of Perpetrator:</b>				
USPN of Perpetrator:				
<b>Status of Perpetrator</b>	Pupil	Staff	Pupil from outside	Other
<b>Ethnicity</b>				
<b>Year Group</b>				
Involved in Previous Incidents?	Yes		No	



If yes how many and when:	
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Location of Incident	
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Incident:

- Name Calling
- Verbal Abuse
- Physical Abuse
- Refusal to co-operate due to cultural or religious
- Graffiti
- Threatened assault
- Attacks on property
- Abuse by electronic means (i.e. text or instant messaging)
- Socially isolated
- Other

Brief Description of Incident



What action(s) was / were taken to deal with the incident? (Please select all that apply) \*

- Warning to the perpetrator
- Discussion with the perpetrator
- Discussion with the perpetrator's parent(s) / guardian(s) / carer(s)
- Discussion with the victim's parent(s) / guardian(s) / carer(s)
- Restorative Justice
- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police
- Referral to another body
- Other Sanction/Action (includes Reflection Room)
- No Action (please give reason for this)

Outcome/

Please hand copy of this form to C Maynard and one to class teacher.