



CHOLLERTON CHURCH OF ENGLAND AIDED FIRST SCHOOL

Be the best you can be through:

*challenge, nurture, inspiration, respect, happiness, inclusion, in a safe,
loving Christian family.*

RELATIONAL BEHAVIOUR POLICY

Our vision:

As a caring, Christian community, we recognise that each child is unique, and we acknowledge that every child's needs are different. We are passionate about ensuring that every member of the school community feels valued and that they recognise their role in making our school, community and world a better place to be. We believe that beneath every behaviour there is a feeling and beneath every feeling there is a need. When we meet that need rather than focus on the behaviour, we begin to deal with the cause, not the symptom. Our approach sets out to nurture positive behaviour by being clear about what we expect of everyone and praising them for the achievement of this.

We recognise:

- Meaningful learning takes place when we have meaningful relationships.
- Each young person is a part of a wider social system inside and outside Chollerton First School.
- Each individual is unique and it is essential to support them to develop a strong self-concept through an understanding of strengths, areas for development and a core belief that one can improve.
- We can modify unacceptable behaviours by understanding the cause and providing appropriate support.

As a school, we nurture the children to become learners who are:

Courageous

Determined

Positive

Collaborative

Reflective

The role of the adults in school:

Meet and greet (greeting children with a smile and positive exchange will impact on learning, behaviour and create a sense of belonging).

Creating and maintaining positive relationships with children and parents.

Modelling the behaviours we are aiming for by practising deliberate calm.

A genuine desire to understand the cause of the behaviour and identify unmet needs.

Catch them getting it right!

To take part in CPD designed to support the growing understanding of children's behaviours.

The role of the headteacher

To support and develop staff to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is the responsibility of the headteacher to ensure the health, safety and welfare of all children and staff in the school. The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of negative behaviour. For repeated or very serious acts of negative behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

We aim to connect with parents and engage in positive lines of communication to ensure we have trusting and positive relationships between home and school. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We have a clear home-school agreement which parents are asked to sign annually. The home-school agreement has been written around the schools learning behaviours of courage, determination, positivity, reflection and collaboration. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We strive to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by writing to the Chair of Governors.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The primary aim of our behaviour policy is not a system to enforce rules. It is a means of promoting positive relationships, so that people can work together with the common purpose

of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. As a learning community, we are explicit about what constitutes positive and negative behaviours. These have been developed collaboratively as a school community and then simplified.

| Positive behaviours | Negative behaviours |
|--|--|
| Respecting and understanding the needs of others Treating others well at all times Helping and encouraging others Being polite Being honest and fair Taking responsibility for actions and behaviours Respecting other people's property | Any intimidation, physical or verbal threatening behaviour Bullying Disrespectful language Disrupting other children's learning Damaging property Dangerous behaviour Dishonesty |

Ultimately, at Chollerton First School we are Kind, Honest, Respectful, Thankful and Forgiving.

These guidelines are put into practice by being:

- Displayed in the hall and in all classrooms.
- Discussed with pupils at the beginning of each school year so that pupils agree, feel involved and committed to them.
- Discussed during collective worship, class worship and PSHE.
- Actively referred to by adults in the school to reinforce good behaviour.
- Discussed with staff during staff meetings and whole school training sessions.
- Shared and discussed with parents.

Strategies for recognising and celebrating positive behaviours:

We praise and reward children for good behaviour and learning in a variety of ways:

- A recognition board for children who go over and above in each classroom;
- Noticing positive behaviours and using positive language patterns;
- Written/verbal feedback that celebrates achievements and identifies areas for development;
- Positive comments on Tapestry learning journals regularly sent home for families to reflect and celebrate progress and attitudes to learning;
- 5 minutes extra playtime;
- Children displaying our learning behaviours in action are celebrated during Collective Worship where the focus is on the process of learning rather than achievement;
- Celebrating achievements outside school in the newsletter and during Collective Worship.

A stepped approach:

To support staff in building positive relationships with children and promoting positive behaviours in and beyond the classroom, our stepped approach is outlined below. It should be noted however, that children may not move between the steps if there has been a significant event that needs to be addressed and it is possible that a child may move straight into step 5 or 6.

Stages of behaviour management

| | |
|---|--|
| Step 1 Generic reminders | Praise the positive behaviours you want to see using the words ready, respectful, safe. |
| Step 2 Gentle reminder | The adult discretely makes the individual child aware of their behaviour and reminds them of the expectations. The adult seeks to use positive language patterns and avoids any sense of shaming of the child. The adult looks out to catch their positive behaviours and praise these as soon as they are evident. |
| Step 3 Last chance reminder | The adult challenges the behaviour discretely and explains privately that this will be the last reminder before they have time to reflect. The adult seeks to use positive language patterns and avoids any sense of shaming of the child. |
| Step 4 Reflection time | Reflection time should be given when the child continues the negative behaviour and, as a consequence, may need time in / time out for a short period. Using our knowledge of the child will depend on whether the child reflects in the classroom or elsewhere. If this is at playtime, the child may be sent in to their class teacher (with another child), if necessary so that they can support the child during this time and reflection time may involve being inside the building. |
| Step 5 Restorative practice | * Restorative practice (see below) Where restorative practice has taken place, parents and carers may be contacted by telephone or invited into school. No conversations with parents about negative behaviours should take place at the gate in front of other parents. |
| Step 6 Individual Behaviour Plan | If the negative behaviours are persistent over time and the above strategies do not result in positive behaviours, there may be a need for an individual behaviour plan to be drawn up in collaboration between child, class teacher and the SENCO/Headteacher. (see Appendix 1) Behaviour plans kept in file in HT's office and copies shared with child, class teacher and parents. They should be reviewed half termly and referred to regularly with the children if there is a need. |

We aim that any technique is positive and brief, holding relationships and the power of connection at their heart.

Adults will always strive to use Positive Language Patterns:

| Negative language patterns | Positive language patterns |
|---|---|
| Why did you do it? | Can you share what happened? |
| Can you tell the truth? | What is your view of what happened? |
| Who is to blame for that? | Who has been affected by what happened? What was the impact on you and others? |
| You need to think about your behaviour. | What would you like to see happen? |
| You need to ... You should be able to... | What ideas do you have that would meet both/all our needs? |
| Who else is to blame? | Have you tried to look at what happened from another perspective? |
| Don't | Do |
| If | When |
| But | And/while |
| Try | Do |

While being aware of the power of language, the non-verbal elements are equally as important.

Non-verbals are key:

- a calm, lowered tone,
- hands on your lap or by your side
- sitting alongside
- eye contact and facial expressions also play a significant part in how we communicate
- avoiding a cross face.

***Restorative Practice:**

When talking with a child or group of children about something that has been challenging or there is disagreement – these three steps help to structure a restorative conversation. This is a structure and not a script: the important thing is that those involved feel safe enough to allow them to talk through what's happened and the impact on one another, discuss any unmet needs and come up with a plan to prevent a reoccurrence.

We understand that children who are dysregulated do not have access to their prefrontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?'



1) What happened?

Challenge the behaviour while valuing the person. Be very specific and avoid any generalisations. An opportunity for everyone to share their unique perspectives.

Can you tell us about the issues that have brought us here today?

What were your thoughts at the time?

What do you think about it now?

What was happening before that?

Can you tell us more about...?

How were you feeling?

2) Who has been affected?

We move here from a unique perspective into a relational one.

How have you been affected?

Who else has been affected?

How have others been affected?

How do you feel now?

Was anyone else involved?

What has been the hardest thing for you?

3) What needs to happen now?

What do you need to be able to move on from this?

Do you agree with that?

Are you okay with that?

What will it look like when it's done?

What do you think about what has been suggested?

How does that leave you feeling?

As a result of this restorative process, children may be asked to:

- complete a task outside of a lesson if it hasn't been completed due to negative behaviour;
- have time away from of an activity in order to re-set;
- be supported to apologise or make amends to someone they may have upset;
- restore an item that has been damaged.

Individual Behaviour Plans

Individual Behaviour Plans are a strategy for managing persistent, negative behaviour. We recognise that even with the best behaviour management available, there will be behaviour that needs a higher level of attention. We believe that beneath every behaviour there is a feeling and beneath every feeling there is a need. When we meet that need rather than focus on the behaviour, we begin to deal with the cause, not the symptom.

- Regular connection with children and parents to set out to understand possible triggers for behaviour and to avoid/manage those triggers;
- An exploration of what the unmet need might be, using Thrive individual behaviour assessment tool. By identifying the unmet need and looking for ways to meet it, we deal with the cause of the behaviour rather than the symptom. This enables us to create an individualised behaviour plan to support the child.
- An individualised behaviour plan is created in collaboration with the child, the class teacher and the SENCO/HT and is shared with the family.

This may include:

- added structure to playtimes or lunchtimes
- added structures during learning times
- personalised rewards or consequences to manage a very specific behaviour
- referral to outside agencies
- positive handling strategies as a last resort.

If a child is dysregulating regularly, then they will have an individualised plan. Strategies that help a child to regulate vary according to the child, in order to meet their individual needs.

Shining a light on the behaviour using a restorative approach

Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions will allow learning to take place:

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets/drawing.)
2. Tell me if I'm wrong but I'm wondering if you felt a bit.....angry/frightened/scared etc. Use the language of Zones of Regulation to support here.
3. I imagine that it is really difficult to have those big feelings.... but it's not ok toand I can help you with that....
4. How do you think... is feeling?
5. How can we repair it?
6. Imagine if there were... (a way of putting it right/things you could do differently). What would they be?

The adult 'lends' the child their thinking brain to problem solve and find an appropriate solution. Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents/events that are not relevant) and plan the conclusion. Use WIN (wondering, imagining, noticing).

All staff will take responsibility for leading restorative conversations. The Headteacher will support, when requested.

Specific Unacceptable Behaviour

Some behaviours are totally unacceptable. These incidents are very rare but procedures must be in place, understood and followed.

Examples include:

- Physically hurting others with intent;
- Inappropriate language, aggression, damage to property or anger displayed towards any other person in school.

Child/ren must go to the Headteacher. Staff must complete an incident report on CPOMS noting all facts. The Headteacher will complete the actions on the CPOMS report. This will be a record for staff outlining the actions taken.

In cases of persistent poor behaviour, the Headteacher may:

- Call a meeting with the child's parents;
- Implement an Early Help Assessment;
- Consider exclusion.

Suspension and Exclusion

Northumberland County Council's agreed Exclusion Policy will be put in place, when appropriate. Outside agencies will be contacted to review the situation. It is always our aim to work collaboratively with parents and families from the earliest stage in supporting children with significant behavioural and/or emotional needs. Suspending or excluding a pupil from school will only be used as a last resort and can only be done by the Headteacher.

Where suspension or exclusion is considered seriously as a major option, the following factors are always considered very carefully:

- The severity of the behaviour in terms of the safety of other children, staff and other adults and the individual themselves;
- Significant damage to property;
- Specific background.

Safety Intervention

It is our statutory duty to keep all children and our workforce safe. This means that there may be occasions when staff need to intervene physically in order to ensure the safety of individual children and others. This follows the Department for Education guidance. Staff (Glenda

Glenwright and Georgina Ritson) have received Safety Intervention Training to learn deescalation techniques as our primary response. If a physical intervention is required, staff are trained to use positive handling techniques. Please see our Safety Intervention Policy for further information.

The Power to Discipline beyond the School Gate

The school will work with parents to review any behaviour related issues which take place out of school. No consequences or sanctions will be applied in school related to behaviour out of school. Any serious or unlawful behaviour would be reported to the police.

Outside Agencies

When appropriate, the school will contact outside agencies to support children with specific challenging behaviour. Decisions regarding referrals are only made with the support of parents/carers.

Monitoring and Review

On-going monitoring and review of behaviour ensures that our excellent school ethos is maintained.

Early Years Behaviour Management

The EYFS teacher leads behaviour management throughout the EYFS with the support of the Head teacher. Staff help children understand positive behaviour and choices. The Colour Monster is used to help children learn to recognise and manage their feelings and emotions.

Support Available for Staff

All staff no matter how experienced or inexperienced need support with behaviour issues. We assert the principle that to ask for help is a professional strength and create an atmosphere where staff see seeking help as part of the solution.

- Head teacher/Special Educational Needs Co-ordinator
- Professionals from external agencies e.g. NCC Emotional Well-Being and Behaviour Team
- Education Mutual Counselling Services
- Peer Supervision and mentoring
- Courses & Staff Meetings.

This policy is written in conjunction with KCSIE 2025. This policy links to our Anti-Bullying and Safeguarding policies. Reference is made to the Chollerton C of E First School Code and the Stages of Behaviour Management document available to all staff and displayed in each class.

| | |
|---|---|
| Date approved by the Governing Body: Autumn 2025 | Date of next review: Autumn 2026 |
|---|---|

| | |
|-------------|--|
| Signed by - | |
|-------------|--|