Oreston Community Academy Relationship and Behaviour Policy

Policy Statement

At Oreston Community Academy, we work to create a climate of mutual respect. We want everyone to work together, to ensure our children, staff and parents benefit from a culture which promotes self-esteem, trust, compassion and mutual respect. Strong relationships between staff and pupils are vital. We believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with staff. Staff must be fair and consistent with children (considering individual needs).

We strive for excellent behaviour as a minimum expectation for all. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and to encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values of 'Kindness, Resilience, Independence, Respect and Happiness' with a heavy emphasis on respectful behaviour.

Our core school rules: Ready, Respectful, Safe

Three overarching behaviour principles		
Ready	**Respectful**	**Safe**
- we arrive to school and to our classroom on time for learning - we wear our uniform correctly and with pride - we have the right equipment to engage in our school day - we take part fully in learning, paying attention and are ready to engage	- we listen to the person who is talking - we are polite and show good manners to all - we value difference and know we are all equally valued - we look after our resources and share them - we take care of our environment and don't leave litter - we respect the law and the rules of our school and our community	- we follow instructions, first time, every time - we walk sensibly around our school - we line up respectfully and calmly - we use equipment safely - we stay safe online in and out of school - we know who to go to for help and support - we understand safe and unsafe behaviours – we do not tolerate aggressive or hurtful behaviour

Aim of the Policy

At Oreston Community Academy we strive to:

- Create a culture of excellent behaviour: for learning, for community and for life.
- Ensure that all children and adults have a sense of belonging.
- Ensure all learners are treated fairly, shown respect, and promote good relationships.
- Focus on positive learning behaviours for all.

- Help learners take control over their behaviour and be responsible for the consequences.
- Build a community which values kindness, happiness, resilience, respect and independence.
- Provide a safe, happy, friendly and respectful environment which encourages everyone to achieve their own potential through a desire for excellence
- Promote community cohesion through improved relationships.
- Ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and pupils that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions.

Trauma Informed Practice

Every member of staff should have a copy of the book, 'Where the Adult Changes, Everything Changes' by Paul Dix.

This practice underpins our approach to positive and inclusive behaviour, promoting an ethos of kindness and visible consistency in adult behaviour across every part of the school. We aim to build relationships with pupils, showing an interest in their life and showing that we care.

Five Pillars of Practice:

1. Calm, kind, consistent adult behaviour
   Adults act as role models, maintaining calm and kindness at all times
2. First attention to those doing the right thing
   Praise and recognise behaviour that exceeds expectations
3. Relentless routines
   Establish and maintain clear routines
4. Scripting difficult conversations
   Use planned approaches to manage challenging behaviours
5. Restorative follow up
   Address conflicts and behaviours through restorative conversations

This will be taught through:

	Effective teacher characteristics	Effective teacher tools
Positive relationships	Positive response Predictable Fair Consistent Knowledgeable	A well-designed behaviour curriculum and learning opportunities Responsive teaching

	Authentic	Purposeful learning
	Empathetic	environment
Effective curriculum	Plan	
	Design	
	Respond	IEPs (Individual Education Plans)
	Scaffold	RSPs (Relational Support Plans)
	Personalise	
		Reasonable adjustments
Establishing clear expectations	Decide	Seating plans
	Communicate	Rules
	Reinforce	Incentives
	Redirect and correct	Rewards
	Sustain	Consequences

Reasonable Adjustments and Individual Needs

At Oreston Community Academy, we recognise that every child is unique and may have different needs. In line with the Equality Act 2010, we make reasonable adjustments to ensure that all children can access and benefit from our policies and practices. This includes adapting our approaches to behaviour management to meet the individual needs of children with disabilities, special educational needs, or other additional needs.

We strive to create an inclusive environment where all learners are treated fairly and with respect. Our approach includes:

- **Tailored Interventions:** Adjusting our behaviour management strategies to suit individual needs, ensuring they are fair and effective for every child.
- **Support Plans:** Developing Individualised Behaviour Support Plans for children who require additional support, detailing specific strategies and interventions.
- **Senior Mental Health Lead:** supporting staff and children to be aware of how to support their own mental health. Leading well-being champions pupil voice group and well-being check-ins within the classroom
- **Trauma-Informed approach:** All staff have had trauma informed schools training and are aware of adverse childhood experiences to support children's mental health.
- **Learning Mentors and Peer Mediators:** Providing additional support through learning mentors and peer mediators who help children navigate social and academic challenges.
- **Arts Therapy:** Using arts therapy to support children in expressing themselves and managing emotions.
- **ELSA Trained Staff:** Employing Emotional Literacy Support Assistants (ELSA) trained staff to provide targeted emotional support to children who need it.
- **Therapeutic Mentoring:** Offering therapeutic mentoring to children, delivered by staff trained in therapeutic approaches to help children cope with various emotional and behavioural issues.
- **Collaboration:** Working closely with parents, carers, and external agencies to understand and support each child's unique needs.

Everyday routines

Staff will:	Senior Leaders will:
• Meet and greet at the door • Refer to 'Ready, Respectful, Safe' • Model positive behaviours and build relationships. • Plan lessons that engage, challenge and meet the needs of all learners. • Remain calm and give thinking time when going through the steps. • Give pupils adequate time to comply with instructions • Prevention before sanctions. • Focus on spotting obstacles and preventing misbehaviour. • Follow up every time, retain ownership and engage in a restorative conversation with the child. • Never ignore or walk past learners who are not meeting expectations of behaviour (stop, notice, remind, move on)	• Meet and greet learners at the beginning of the day • Refer to 'Ready, Respectful, Safe' • Be a visible presence around the school • Monitor and support behaviour proactively • Support but don't replace • Never ignore or walk past learners who are not meeting expectations of behaviour (stop, notice, remind, move on) • Celebrate staff, leaders and learners whose effort goes above and beyond expectations • Regularly share good practice • Engage with staff to support learners with more complex needs.

"If your default response to behaviour is empathetic, kind and keen to understand what is being communicated, you will never go far wrong" (Dix, 2017)

Recognition and rewards for effort

At Oreston Community Academy, the following positive strategies will be used by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple "Ready, Respectful, Safe" routines and expectations that make children feel valued members of our learning community and are motivated to always try their best.

"The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible." Paul Dix

All adults will be looking out for children who show Oreston Community Academy's values and who go over and above. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Some ways that children will be recognised for doing so are:

Recognition boards	Values certificates	Headteacher Awards – half termly
Dojo points linked to values Whole class Dojo targets	Lunchtime awards	Postcards home linked 'afternoon tea party invite' (These will be held half-termly)
Whole School End of Year Value Awards- Year Groups		

"If you constantly reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour. " Paul Dix

Practical steps in managing and modifying poor behaviour:

Pupils are held responsible for their own behaviour. We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Focus on and praise the behaviours you want and expect to see. For most learners, a gentle reminder is all that is needed. When behaviour is displayed that falls below our expectations, we will follow a stepped process. All staff retain ownership for these processes and SLT may be called to offer support, but not to complete the process for staff. Address negative behaviours using **'Ready, Respectful. Safe'** as a basis for discussion. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. All learners must be given 'thinking time' in between steps.

Step 1: Remind
A reminder of the expectations for child; **Ready, Respectful, Safe** reminder delivered directly to the child. The teacher makes them aware of their behaviour and what needs to be modified and improved. The child has a choice to do the right thing.

Step 2: Caution
A clear caution, making the child aware of their behaviour and clear communication of the consequences if they continue, delivered privately.
"When children don't use kind hands, they need to sit separately so that everyone is safe. I am always expecting kind hands."
The child has a choice to do the right thing. Child will be reminded of their good previous good conduct to prove that they can make good choices.
A 30 second scripted conversation should be used at this point. (Appendix 2)

Step 3: Reflect
A few minutes for the child to calm down, breathe and compose themselves. The child is asked to speak to a teacher/teaching assistant away from others; boundaries are reset; child is asked to reflect on their next step. Again, they are reminded of their previous

conduct/attitude/learning. The child is given a final opportunity to re-engage with the learning/follow instructions. Reasonable adjustments will be made for individual children. This may be in a different space if they need to cool down and/or to defuse a situation. In general, five minutes should be enough.

"I can see that you are still finding this hard. Let's have some thinking time in your safe space/nurture space in the classroom."

Step 4: Restore

A restorative conversation will be held with the child at an appropriate time that is relevant for the age and developmental stage of the child usually happening during a break or lunch time. This may be informal or a more formal discussion, depending on the needs of the child (see appendix 3). We do not expect children to say sorry superficially but encourage them to consider how they could 'repair' the situation and say it meaningfully. Children may need to spend some time completing the missed work or thinking about how they could behave next time. This time should be dependent on the age of the child. Parents will be informed of their child's behaviour via a 'needs work' dojo being added, and the staff member will log this on CPOMs. The 'needs work' dojo does not remove a dojo point but will identify which school rule has not been followed. At this point, parents may wish to discuss the behaviour and reflect at home with their child. If behaviour persists, a telephone call can be made home, or meetings arranged between school and parents.

If a child engages in any of the following behaviours, the above stages (at learning time or break time) can be by passed and the staff member may choose to immediately seek support from SLT.

- Hate speech
- Verbal abuse or swearing
- Bullying (as defined in our Anti-Bullying policy)
- Extreme behaviour e.g. violence, running away
- Vandalism
- Dangerous conduct

"Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so that it is predictable, consistent and empathetic" (Dix, 2017)

Restorative Approach Not Punishment

Our approach to behaviour management is restorative and relationship focused, with connection taking precedence over correction. At Oreston Community Academy, we believe that nurturing and restorative practices are key to building positive relationships. Restorative conversations aim to help children understand how their behaviour affects others, teach children what safe behaviour looks like, and to give them the tools they can use to avoid a similar incident happening in the future.
Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY – taking responsibility for your own actions

REPAIR – developing the skills within our school community so that all individuals have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION – working through a structured, supportive process that aims to solve the problem and promotes an inclusive culture.

At Oreston, we recognise that 'all behaviour is communication', and ask ourselves what is this behaviour trying to communicate? We realise that this can be different for all children and may look different in some individual cases. Staff will carry out positive behaviour approaches calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Natural and Logical Consequences

At Oreston Community Academy, we always encourage positive behaviour. Our behaviour management approach is based upon building strong relationships between adults and children.

The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with identified additional needs, examples of these will be detailed in their Relational Support Plan (Appendix 4).

Consequences implemented will give children the chance to reflect on their behaviour. They are designed to encourage the child to make good choices and understand that their actions have consequences. For example, not completing work in class, due to choices made regarding behaviour that is not reflective of our school values, results in lost learning time which then needs to be paid back.

In more serious cases, an internal seclusion or Westcountry School's Trust exclusion policy may need to be implemented.

"Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish" (Dix, 2017)

Appendix 1
Oreston Community Academy Steps to Success

Steps to Success

1 REMIND — A reminder will be given about being Ready, Respectful and Safe.

2 CAUTION — A clear caution will be given, explaining the consequence should they not improve their behaviour.

3 REFLECT — A private conversation will be held, to reflect on the behaviour and calm. 5 minute limit.

4 RESTORE — A further private conversation will be held, with a clear natural or logical consequence given.

Restorative conversations

Oreston Community Academy

Appendix 2

30 second script examples:

• I noticed you are…(having trouble getting started/struggling to get going/wandering around the classroom)

It was the rule about… (lining up/staying on task/being unkind to others) that you broke.

You have chosen to… (move to the back/catch up with your work at lunchtime).

Do you remember last week when you… (got star of the week/completed all of your learning/were kind to your friend)?

That is who I need to see today…

Thank you for listening. (Then give the child some thinking time)

• I would like you to understand that every choice has a consequence.

If you choose to do the work that would be fantastic, and this will happen...

If you choose not to do the work, then this will happen...

I will leave you to make your decision.

• Do you remember yesterday when you helped me to tidy up?

That is the person I need to see today; that is the person you can be all the time.

• Your behaviour right now is disruptive.

I believe you can turn this around and be a success.

• I know you will ... (help to clear the mess off the floor)

Appendix 3

<u>Restorative Questions.</u>

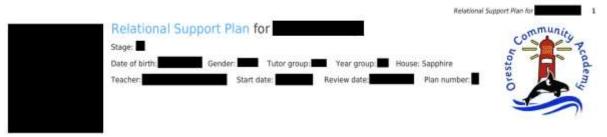Five questions are enough. Choose up to five from the options below. (Dix, 2017:128)

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
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?

With younger pupils, 1-3 questions may be more appropriate. If pupils find it difficult to answer these questions, you could consider using:

• 'Ok, imagine if there were… (people affected/a way of putting it right/things you could do differently). What would they be?

• 1-10 scales: 'On a scale of 1-10, how angry were you?'

• Offer a postponement and some support if they are not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two/to meet with me tomorrow/answer the questions with someone else?

Appendix 4

Relational Support Plan

Relational Support Plan for ■■■■■■■■■

Stage: ■

Date of birth: ■■■■■ Gender: ■■ Tutor group: ■■ Year group: ■■ House: Sapphire

Teacher: ■■■■■■ Start date: ■■■■ Review date: ■■■■■ Plan number: ■

The significant adult/adults - Team around the child

Prompts	Actions
Who is best placed to be the significant adult/adults? Who will be part of the wider team of adults supporting the child? Does the child need someone to be available to them throughout the day? It is helpful for the team to be composed of adults from each tier of the school organisation. Parents/carers can also be part of the team.	

Strengths/Qualities/Interests/Resources

Strengths/Qualities/Interests/Resources

Prompts	Actions
What are the child's strengths, skills and qualities? What are the child's coping strategies and signs of resilience? What does the child enjoy and what interests them? When are they at their best? What helps them? When have they been successful in the past and what is working well now?	

Protection

Protection

Key Question Prompt	Actions

Key Question Prompts:
How will the child be helped to feel safe by the significant adults?

What safety cues will be helpful?

How will other adults in the team help the child to feel safe?

How will you support the child to develop trust? How will predictable and reliable support be provided?

Are there times in the day when the child feels particularly unsafe: beginnings, endings, transition?
How can these times be managed?
How can the environment be adapted to help the child feel safe?

How can the day be structured to help the child feel safe?

What does the child need to know in order to feel safe?
How will this be communicated so that the child understands?

Connection

Connection

Key Question Prompt	Actions

Key Question prompts:
How will the significant adults provide meaningful connection with the child?

What needs to happen to ensure that the child experiences attuned and responsive connection?

How will other adults in the team connect with the child?

How will the development of positive peer relationships be promoted?

What activities may help the child to develop their sense of belonging in school?

Understanding

Understanding

Key Question Prompt	Actions
Key Question prompts: What does the child's behaviour tell us about how they are feeling? What is our understanding of the child's feelings? If the student is finding something hard or displaying challenging behaviour, how will adults respond and show understanding? How will the child be co-regulated and calmed? What empathic responses might be helpful? How will the understanding of other adults in school be supported / developed? How will they respond to incidents? Does the child need a responsive co-regulation plan? What will happen to ensure that relationships are repaired?	

Care

Care

Key Question Prompt	Actions
Key Question prompts: Does the child have unmet needs in terms of basic care? If so how can these be addressed? How will adults communicate care to the child/young person? How will the child know that they are liked? What activities may foster shared enjoyment? How can we ensure the child knows they are being held in mind? How will the child be soothed?	

Supporting Inclusion

Supporting Inclusion

Key Question Prompt	Actions
Prompts: Control-related e.g. accepting an adult lead, co-operative working, turn-taking, requesting help. Social skills e.g. explicit teaching of listening skills, eye-contact, starting conversations, proximity. Identity-based e.g. ability to take risks in learning, accept challenges, make mistakes. Self-regulation and sensory regulation e.g. emotional literacy, self-soothing, managing sensory input. Behaviours for learning e.g. Planning, organisation, managing transitions. Literacy skills e.g. developing phonic skills, reading comprehension, recording skills. Language skills e.g. understanding instructions, expressing opinions. Communication and Interaction e.g. Understanding social situations. Building on strengths How can we enable the pupil to build on their strengths?	

Key Question Prompt	Actions
Prompts: Control-related	