

Positive Behaviour

and Respectful Relationships Policy and Guidance 2024

With thanks to Plymouth CAST for sharing their great practice from which we have adapted this policy

**Introduction**

At The Grove, we want to make sure our children are happy, enabling them to thrive and learn effectively. We work closely with parents to support our children

**Together, we are on an adventure that has LOVE,** **HAPPINESS,** **INDIVIDUALITY,**

**COMMUNICATION and LEARNING at its core.**

Relationships and connection are key. All children need an Emotional Available Adult (EAA) – someone who holds them in mind and cares about them as a person.

Strong relationships between staff and pupils are vital – this requires consistency, kindness and compassion. Our behaviour policy guides staff to teach self-discipline not blind compliance – it echoes our core values.

At The Grove, **behaviour is understood as communication.** Poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. Children learn best within positive, trusting relationships. This informs our approach to managing and then to adapting behaviour. Staff work to identify pupils’ needs and provide developmentally appropriate support to remove the barriers to successful engagement in school life.

We believe **staff wellbeing is equal to pupil wellbeing**

This policy is developed to ensure clear guidance for staff (and information for parents and governors). It promotes safe, kind and respectful behaviour within our compassionate environment.

Trauma informed schools UK and PACE training have informed our policy and practice. Further information is in the appendices, on request, and through these websites: [www.traumainformedschools.co.uk](http://www.traumainformedschools.co.uk) and <https://ddpnetwork.org/about-ddp/meant-pace/>

**Policy Aims**

* To ensure that all children and adults feel safe, have a sense of belonging, feel secure, loved and valued.
* To foster, nurture and value strong and healthy relationships.
* To provide a clear, fair and consistent approach to behaviour.
* To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
* To maintain a calm and purposeful working atmosphere.
* To model and teach excellent behaviour and respect for others.
* To ensure that all children are supported in the necessary way to achieve their full potential (equity vs equality).

**Positive Behaviour**

We actively promote building positive relationships. We believe that by investing in a child from the start, we will develop a quality relationship where children want to achieve and be the best they can be.

We believe positive behaviour should be recognised.

We ensure children understand not only what is expected of them, but also WHY.

We will not shout at or shame a child for their behaviour but help them to see why the behaviour was inappropriate not them

**Restorative Approach**

We believe **all behaviour is communication** and we ask ourselves, **“What is the child trying to communicate?”** We use a *Restorative Approach*, enabling children to **reintegrate successfully** and manage their emotional responses, with an understanding of their actions, feelings and relevant outcomes.

When children display challenging behaviour, there are several stages of support in place to encourage them to manage their behaviour in a positive way. Before this, we make a **connection with the child** – face, voice and body language are considered.

We use the following restorative approaches, which are based on the four key features of: **RESPECT, RESPONSIBILITY, REPAIR and RE-INTEGRATION**

This approach holds boundaries, limits and expectations firmly, yet is gentle and relational. Children will understand why a consequence has to occur and what it will be and why it is relevant eg if a child has damaged some property the consequence might be to help repair the damage done and take time to understand why respecting property is important by doing some extra tidying up. We are not pre-deciding consequences but will decide with those involved what is fair and relevant.

Some guidelines:

* Children are unable to engage in a restorative approach if they are in a stressed state – children will be supported to regulate.
* Restorative conversations may not happen immediately after an event.
* They will take place in a quiet and appropriate area.
* The aim is to repair the harm and find a resolution.
* A consequence is never associated with a curriculum subject.
* Consequences will link directly to the situation and be proportionate, reasonable and fair
* The message to parents will be clear: this was the situation; the situation was dealt with in a restorative manner; the situation is finished; all parties involved left feeling the situation had been resolved.
* The incident and outcome of the restorative conference will be **logged on CPOMS** if deemed significant to report/ record

**Restorative Discussion**

* Only one person talks at a time
* No interrupting
* Be respectful of others
* Listen carefully to each other

The questions and sentence stems below are examples of appropriate, restorative discussion points:

EYFS and Key Stage One

(note if a child is at an early developmental stage they may not be able to describe what happened or why they behaved how they did. In this case, in short simple sentences, tell them what happened, how their behaviour affected others and tell them how they should have behaved avoiding negative statements)

* Would you help me understand what has happened?
* Can you tell me/show me who has been harmed/disturbed/distracted and in what way?
* How can we work together to make this/things/better?
* What can we do to support you to help you do things differently next time?
* I wonder if....
* Do you think this is fair?

Key Stage Two

* Would you help me understand what has happened?
* I wonder what that felt like for you? I imagine it might have made you feel a bit like…. Can you tell me/show me how you felt?
* How do you feel now?
* I wonder what you might be thinking now? I imagine it might be…..
* I wonder how XXX might be feeling? What do you think? How might they have been affected/harmed/disturbed/distracted?
* How can we work together to make this/things/better?
* What needs to happen now in order to put things right and ensure this never happens again? What can we do to support you to help you do things differently next time? Do you feel this is fair?
* Do you feel this has been resolved?

**Classroom circle language – adapt for use**

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you did? In what way?

What do you think you need to do to make things right?

**Restorative Stages of Managing Behaviour**

Our restorative approach to behaviour management is broken down into the following categories and approaches:

* Proactive explicit teaching of behaviours appropriate in certain situations eg in the classroom, playground, on a trip etc
* Use classroom circles
* Address common classroom issues
* Use the scripts to frame the learning
* Low level incidents:
* use the restorative approach
* communicate your clear expectations of behaviour calmly
* check your own consistency and fairness (children have a heightened awareness of fairness)
* check you have spent time developing a mutually respectful relationship with the child
* check your teaching styles aren’t over cognitively loading or causing the child stress
* use PACE (see appendices and refer back to training)
* tackle bullying swiftly and prioritise safeguarding
* record on Cpoms if significant
* Recurring incidents

All of the above, and

* Use a neutral member of staff to have a restorative conversation with the child, outside of the classroom, using the class circle script
* teach explicitly emotional, social and cognitive learning behaviours – ie build on their self esteem, teach them how to manage relationships, develop their growth mindset
* Adapt approach to cater for an individual child’s needs recognising that some children need intensive support at certain times
* Engage with parents and wider staff for discussion and expertise and a wider context around the child’s circumstances and influences
* Look at how to motivate the child with praise and support but also developing their belief in themselves to succeed
* Always record on Cpoms
* Serious incidents

All of the above, and

* Respond calmly and without judgement or blame – this might be hard at the time
* Hand straight over to an SLT member
* Always record on Cpoms
* Continuous and serious behaviour concerns
* Look at whether a behaviour plan, risk assessment, suspension or exclusion is needed see appendices and DCC guidance.

Appendices are not included here as they are for staff use based on training received, but parents are welcome to request them on the acknowledgement they have not received the training themselves.