

Positive Relationships, Behaviour and Attitudes Policy

September 2024

Aspire, Achieve, Thrive

“No significant learning occurs without a significant relationship”

Dr James Comer

Intent

Colham Manor is a school built on a culture of respect for all. We live a belief of equality of opportunity and have an endless tenacity to remove barriers and allow our children and adults to succeed in life.

The way this is achieved is through relationships. Everyone involved at Colham Manor strives to ensure positive relationships; promoting self-esteem, self-worth and high expectations of ourselves and each other.

Our school values call for all of our community to be:

- ✓ Respectful
- ✓ Enthusiastic
- ✓ Ambitious
- ✓ Courageous
- ✓ Healthy



★ We REACH for the stars! ★

“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. Every single day. Small, persistent and visible shifts in adult behaviour have an incredible effect on children’s behaviour”

Paul Dix

We all need to develop positive social, emotional and learning behaviours in order to thrive. The application of this policy, alongside the learning taught through our RSE and PSHE lessons form our behaviour curriculum and supported to implement this

“Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ”

Duckworth & Seligman

At Colham Manor we 'REACH for the stars' by following three simple **Steps to Success**:

- ✓ **We always follow instructions**
- ✓ **We keep ourselves and others safe**
- ✓ **We are kind and respectful**

Everyone involved with Colham Manor is expected to know these steps and follow them at all times.

Roles and Responsibilities

Every member of staff will greet others in school, using names where possible. Class based staff will greet each of their children individually as they arrive to class; asking how they are and really listening to the responses received. Children will be shown that we care about their wellbeing. Time will be given to support any child who needs some 'talk time' when they arrive in school. Pastoral support staff (Behaviour Mentor, Thrive Practitioners, Attendance Officers) and where needed any other member of staff should be called on to support in facilitating 'talk time'

Adults in school will build strong, positive relationships with every child and adult within our community. They will role model the Steps to Success at all times and will visibly expect others to do the same. Anyone found to be struggling with the Steps to Success will be supported immediately, with an expectation of improvement.

All of our children have the right to:

- A safe space where everyone cares about their opinions and wellbeing
- Receive high quality, personalised learning which involves them, builds upon their successes, ensures progression and involves their parents/carers
- Have social, emotional and academic learning planned for them across the day with explicit feedback given (within the classroom, during transitions, on the playground)
- A strategic response to individual, group and cohort development with planned next steps
- Scaffolded support to learn the strategies needed to achieve our Steps to Success, through our behaviour curriculum.
- Have adults working with them who are observant, open, inclusive, understanding, patient and emotionally intelligent.

Every child deserves a Champion – an adult that they know will never give up on them. This belief is reinforced in our school through our Behaviour Mentors who act as positive role models, champions and support with appropriate behaviour. The key to great behaviour is meeting the individual needs of the child. Remember: behaviour is a communication of need!

Through the acts of daily care, generosity of spirit and the genuine interest we show in each other, we will maintain a culture of kindness and respect.

Children bring their behaviour experiences from home into school with them; learned at home, rehearsed in their community and delivered to the school learning environment. By carefully shifting responses, adults in school can affect positive change to learning barriers.

We will:

- ✓ Identify the behaviour we expect
- ✓ Explicitly teach behaviour
- ✓ Model the behaviour that we are expecting
- ✓ Practise behaviour
- ✓ Notice excellent behaviour
- ✓ Create conditions for excellent behaviour to be achieved by all.

Changing the way that we react to emotive situations is difficult. We all need to challenge each other if we see behaviour which doesn't mirror our agreement. There is one proviso ... challenge should always follow our culture of kindness; it should not seek to degrade or embarrass.

Managing Behaviour, Prevention and Motivational Strategies and Sanctions

Children will receive public positive praise when they are genuinely seen to be following the Steps to Success. Praise should always be specific, targeted, sincere and given as follows:

- House points
 - physical counters given to pupils in class to place in jars (max 10 house points given out at any time).
 - house points totalled weekly for each house and added to Arbor by class staff. The Office staff access Arbor to inform weekly house team winners and post this on the website.
 - trophy awarded to the house with the most points during weekly assembly
 - In each class there will be a special award given to the house that fills their house jar first. Once a jar is filled and the team awarded, their jar is to be emptied, ready to start again. All remaining house jars should continue to fill their jars
- REACH Award Certificates shared in Celebration Assembly and in Year Group Newsletters
- Communicate children's successes with parents:
 - Conversations with parents/carers on the playground or telephone call
 - SeeSaw communications to parents (N - Y3).
- Exceptional pieces of children's learning can be shared with relevant leaders who will award the child with a 'special sticker'.
- Headteacher Praise Postcards

“There is no alternative to the hard work; building relationships with those you would rather not, resetting expectations for those who trample them, being relentlessly positive and retaining a poker face when confronted with challenging behaviour”

Paul Dix

Children must be praised publicly and reprimanded in private. Adults will always be calm, consistent and fair in their treatment of children, parents and colleagues. Adults will never shout and will avoid becoming emotionally charged. They will model self-control through their calm approach and deal with individuals fairly.

When a child is not following the Steps to Success, they need our support and understanding. Conversations should follow our script and adults should remain calm and professional at all times. This must be consistently applied by all adults at all times. This will allow children to feel supported, secure and valued.

We can help dysregulated children by:

- Remaining calm
- Being curious about what their behaviour might be communicating
- Empathising with their feelings
- Listening, listening and then reflecting back what we have heard including naming feelings
- Asking yourself what the learning opportunity might be
- Once they are calm, engage the child in the learning, without censure or judgement.

Adults must always use a gentle, measured approach when a child is not following the Steps to Success; referring to the child by name, lowering themselves to the child's physical level, making eye contact, delivering the required message, and then allowing the child time to consider what has been said.

Following on from an incident where the Steps to Success have not been followed, it is imperative that the adult who initially dealt with the incident (supported by a colleague/SLT member if appropriate) should conduct a restorative conversation. This helps to ensure that relationships remain positive and that the perpetrator can evaluate and reflect upon their choices and the effect of those choices upon others.

When we see behaviour that is not following our Steps to Success, it must always be challenged – never ignored. These short sentence stems help to make assertive requests without detracting from learning:

- 1. You need to ... (stand up and come outside for a chat please)**
- 2. I need to see you ... (doing as I have asked)**
- 3. I expect ... (to see you lined up with the rest of the class within 20 seconds)**
- 4. I know you will ... (help Mrs Powell to tidy up the pencils)**
- 5. Thank you for ... (making the correct choice and following my instruction so well)**
- 6. I have heard what you said, now you must ... (put down the iPad and join the class on the carpet)**
- 7. We will ... (come out to the playground again later and you can have a turn on the bike then)**

When there is more time, scripts that can be used are:

1. **You need to understand that every choice has a consequence. If you choose to do the work you have been asked to do, that will be fantastic and you will then be able to read a book. If you choose not to do the work, I will need to let your adult (parent/guardian) know and you will have to complete the work at another time. I'll leave you to make your decision.**
2. **I need to see the Alfie that I saw yesterday – you remember the one that helped me to tidy up so well? That's the Alfie you can be all of the time.**
3. **I expect your behaviour to improve. At the moment, your behaviour is disruptive/damaging/dangerous. I know you can make the right choices and improve it.**
4. **I know you will fix this behaviour. I'm not leaving. I care about what happens to you and I know you're going to be brilliant again soon.**
5. **Thank you for stopping shouting out. What effect do you think shouting out had on the lesson?**
6. **I have heard what you said, now you must sit on the carpet as I have asked. We can use the iPads again next lesson.**
7. **We will walk together to PE so that I can see the beautiful walking that I have seen you do so many times before.**

If a child turns away from you while you are delivering a script, you should continue to deliver it. If a child needs to regulate, say **"I will come back when you are calmer and ready to listen"**. Choose your moment to deliver the script. Children will see that you are not serious if you are not consistent. Scripts depend on the build-up of emotional currency and are not a magic spell. Be deliberately bothered.

"Punishment is not a good teacher. It is scattergun, random and disproportionate. Restorative approaches teach behaviour. Simple.

In between your truth and their truth is THE truth"

Paul Dix

Dr James Comer

For children who constantly struggle with their behaviour management, punishment places pain on top of their problems. It is unfair to inflict punishment on children who are facing challenging circumstances in their lives. We must consider what children are coping with in their daily lives. We must search for what they need to succeed - not what we believe they deserve for their wrong doing.

When a bad choice has been made, there must be time to think about the action and a discussion around how it is to be corrected. The 'severity' of the consequence needs to be in line with the choice and the effect on others. Consequences should not be overly severe and they should be agreed by the adult and child as the appropriate way to address the behaviour.

Stepped consequences should:

- ✓ Have a gentle approach
- ✓ Use a child's name
- ✓ Be down at the child's level
- ✓ Make eye contact
- ✓ Deliver the message calmly
- ✓ Walk away

Adults will use the stepped sanctions in the following order:

1. **Reminder** (privately remind the child of the Step to Success that they are breaking):
"I notice that you are calling out after I've asked for hands up. You're not following instructions. Please put your hand up. Thank you for listening."
2. **Warning** (privately reprimand the child and remind them of the Step to Success that they are breaking):
"I have noticed that you are being unkind to Jacob. You are not being kind and respectful. Do you remember when you helped Amy when she fell over? That's the Ali that I need to see today; the kind one. Thank you for listening."
3. **Space to cool off in the classroom** (the child should spend 2 – 5 minutes calming down with an appropriate manipulative – timer, stress toy etc.):
"I have noticed that you chose to throw the scissors across the carpet. This isn't keeping others safe. You have now chosen to sit in the cool off space or beside the teacher (whichever is best suited to the child and the circumstance). I will speak to you in two minutes. Thank you for listening."
4. **Space to cool off in another class** (the child should take some work/an activity with them for a 10 minute period. The child should be escorted to the classroom by an adult in silence. The other class teacher should welcome them and not comment on why they are there:
"I have noticed that you chose to continue using rude words. You are not being kind and respectful. You have now chosen to go and sit in Mr Ahmed's classroom. I will speak to you at the end of the lesson. Thank you for listening."
5. **Reflective time spent at the SLT office**
The child should be escorted to the Leadership Room by an adult in silence. The SLT member should welcome them and leave them to complete their reflections/ regulate quietly:
"I have noticed that you have now chosen to scribble all over your book. As you have now reached Step 5 you will need to have some reflective time. I will speak to you once you have reflected. Thank you for listening."

If the Steps to Success are not followed on the playground, adults must follow the following steps:

Step 1 - reminder

Step 2 - warning

Step 3 – stand by another staff member

Step 4 – sit on the bench











Step 5 – Reflective time spent at the SLT office.

In all of our learning, we need to practise and develop helpful behaviours. For behaviour, we must learn and practise to **RECOGNISE, REPAIR AND RESTORE**.

The positive relationship that we have developed with the child ('botherdness') is best used in a restorative conversation when teaching better behaviour or making better choices. Consequences do not teach better behaviour. Therefore after every consequence (Sanction Steps 3 - 5) there has to be a restorative conversation with the child.

The discussion during a restorative meeting is not a prelude to an apology. An apology is nice, but only as a genuine recognition of the poor behaviour choice and the impact of that choice on themselves, others or learning.

A restorative conversation should take place as soon as possible after the incident and should follow these rules:

-  Don't sit behind a desk
-  However irritated you were/are with the behaviour, do not show it. Focus on the outcome that you want.
-  Make sure you have time to restore, redraw and repair effectively
-  Have a drink of water ready for the pupil if they are still deregulated
-  Leave the door open
-  Share your own reflections
-  Do not use judgemental language
-  Do not allow any interruptions
-  Stick to the matter at hand. Do not bring up other issues
-  End the meeting positively and show that you still care

You must use 5 questions as part of the restorative process. You should choose which ones are relevant to the individual child/incident carefully from the following:

- ? What happened?** (Listen carefully without interrupting. Give your account calmly after. Go slowly and tread carefully)
- ? What were you thinking/feeling at the time?** (It may not be obvious to the child that their initial thoughts/feelings may have led to them making poor choices)
- ? What have you thought/felt since?** (This is the opportunity for attitude change, explanation shift or possible apology. You may need to help gently tease these responses out)
- ? How did this make other people feel?** (In the aftermath it is important to shine a light on this. They may not have noticed the audience originally)
- ? Who has been affected?** (If the child struggles here, give them some suggestions. You are teaching them to use their conscience. Make a list of those affected)
- ? How have they been affected?** (The child needs to understand that their behaviour can have an impact on others)

- ❓ **What should we do to put things right?** (Do not demand an apology – a forced apology is worthless. This is where an agreed consequence can be discussed)
- ❓ **How can we do things differently in the future?** (Here we can teach the child different strategies to help them improve their behaviour choices)

It is important that once an incident is dealt with, the child has the opportunity to move on. They should not be spoken to about the same incident by other adults and we should never tell someone else about the poor behaviour choice/incident in front of the child.

It is important that adults seek support from colleagues if they need it – but their responsibility to the child remains the same. The best way to disempower an individual is to pass over responsibility to a ‘higher power’.

Relationships with children and their families are key! Communication is vital to these relationships therefore parents need to be informed if their child has reached Sanction Steps 3 - 5 just as they would be informed of positive praise the child receives for following/demonstrating the steps to success.

Alternative procedures and when they apply

SEND and individual needs

Behaviour will always be considered in relation to a pupil’s SEND. If it is deemed that a pupil’s SEND has contributed to their behaviour, appropriate and reasonable adjustments should be put in place in the form of a Behaviour Change Support Plan.

The Behaviour Change Support Plans should anticipate likely triggers and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Physical Intervention

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the schools [*physical intervention policy*](#). Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

At our school we use radios to communicate the need for support. This support should come from any adult who is available to respond at that moment. If an adult is able to attend to the call they should respond immediately on the radio, so that it is understood that someone is on route. When asking for support via the radio you should clearly state what your request is, for example, ‘can I have support with (name) in (location)’ or Change of face needed for (name) in (location). and a response should be as simple as - ‘I’m on my way’.

Sexual Abuse, Harassment, Racial incidents and bullying

We promote and enforce a zero-tolerance approach to all forms of sexual abuse, harassment, including sexual harassment, gender-based bullying, sexual violence, racial incidents and bullying. Any one of these incidents should be reported to the headteacher immediately and recorded on CPOMS. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the [child on child abuse policy](#). The school's procedures for handling bullying and racist incidents can be found in the respective policies - [Anti-bullying policy](#) and [racist incident policy](#).

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items, in line with the school's Physical Intervention Policy.

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival to the classteacher who should store them in a class box that is collected by the class TA and stored in the school office. – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Learning Environments

Our schools vision and values are discussed, shared and recognised in our conversations with children and displayed throughout the school environments (classrooms, dining room, corridors, playgrounds) to support them in recognising/learning what these behaviours mean and look like. Adults will also acknowledge a child demonstrating the steps to success through public positive praise and awarding house points.

At Colham Manor we display our 3 Steps to Success in every learning environment and share these expectations with our children as a daily reminder of our commitment to each other. We also display our REACH values with prompts to aid and support the children in achieving these regularly or aspiring to meet more challenging values.

Data Collection and behaviour evaluation

At Colham Manor we record behavioural incidents on **CPOMS** (Child Protection Online Platform).

CPOMS will be used to track behaviour and inform a chronological report for all pupils whilst they are at Colham Manor Primary School. Staff members should ensure 'behaviour' is selected when recording a behavioural incident. If the child has SEND or has a Behaviour Change Support plan then 'SEND Behaviour' should also be selected. Once this category is selected, the drop down menu will present more specific categories, including the stepped sanction reached. These specific categories

need to be selected to aid monitoring the severity of behaviour related incidents .All CPOMS records should have an account of the incident to help build a chronology of events followed by actions taken to support progression and interventions as appropriate. Ensure that all relevant persons are alerted to the incident.

At Colham Manor we use CPOMS to record our concerns and actions. This system is for the transfer of information, not for the transfer of responsibility. It is to make a record and undertake analysis over time. Incidents should be professionally and objectively written, detailing the facts and not our own emotions/opinions.

If you are concerned about a child's behaviour or wellbeing, please complete an SLT referral form and you will be signposted to the correct support.

At Colham Manor, we offer the following forms of support:

- ✓ Thrive
- ✓ Counselling
- ✓ Rainbows
- ✓ Behaviour Mentors
- ✓ SEND support
- ✓ Key Worker support
- ✓ Referral to outside agencies