



Emotions, Relationships and Behaviour Policy

The concept of our 'Emotions, Relationships and Behaviour Policy' has evolved through research, experience and understanding our school, vision and values. This most recent policy now includes an emphasis on mutually respectful relationships and a heavier focus on consistency, trust and expectations across the school.

Rationale

The Governors, Headteacher and staff of Barlby Primary School believe that all children have the right to develop their potential and to be safe and happy in school. We are committed to providing a learning environment with an ethos of respect, integrity, honesty and compassion, where learners benefit from positive relationships with staff and their peers. Everything we teach and every interaction we have with children, adults and other stakeholders demonstrates and promotes our core values of Respect, Creativity and Determination.

We aim to achieve an ethos of respect by using communication that promotes positive behaviour, having high expectations, using targeted praise, affirmative language and fairly and consistently apply rewards and sanctions. By the time children leave Barlby, they will be self-reflective and emotionally aware. They will take responsibility for their own actions and promote respect of others.

The school's approach to promoting a culture of kindness, high expectations and children who are engaged in their learning and reach their potential is based on **mutual respect** between all in the school. The main principles are outlined below:

<u>Principle</u>	<u>Rationale</u>
Relationships	Positive, respectful, kind relationships underpin all aspects of life at Barlby. Staff foster relationships with their pupils that allow the children to know they are cared for and that they can and will achieve. Staff follow a Relational, Responsive and Restorative approach.
Whole School Values	A strong set of values underpin all expectations for how everyone (staff, parents, pupils and governors) conduct themselves in the school. These values are recognised in all contexts within school and celebrated each week in assembly.
Optimistic Classroom	A clear set of expectations, positive reward and sanctions are in place for all teachers to draw upon and children to understand in the form of a class charter. The core principle of strong relationships and values underpin these expectations.
Mind Up	Pupils are taught explicitly about their emotions and how different areas of their brains can help them when they experience big feelings. They learn to understand how feelings can impact behaviour and how to manage situations mindfully.
Early Intervention	A proactive approach ensures early intervention is in place for children who are demonstrating behaviours outside of typical child development. This allows for external agencies to be utilised when needs arise. The success of this is based on supporting children with their wellbeing and learning behaviour from the very first time needs arise.

Staff Responsibility

Managing emotions, relationships and behaviour is the responsibility of **all** staff at Barlby.

At Barlby we have due regard for our duties under the Equality Act 2010. Through the delivery of this policy, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations, self-esteem and high aspirations for all. As a school we fundamentally disagree with the concept of punishing children. No staff member will carry out any action that humiliates a child or lowers their self-esteem.

Barlby is a **non-shouting** school. It is not acceptable for any staff member to shout at children as this is not modelling appropriate behaviour and demonstrates a lack of respect. Shouting can often escalate a situation. Staff should follow a Relational, Responsive and Restorative approach.

Consequences will be carried out in a dignified way and will be short and timely and always be followed up with positives and next steps. Children will make mistakes and at times not abide by the school values however as a staff we will focus on listening



and using this as a learning opportunity while always caring for the child and showing them that they are better than the action they just decided to do. We will ensure that our school is safe and that the children are educated in our values and routines.

Staff will:

- Provide positive models for emotions, relationships and behaviour
- Develop mutually respectful relationships with everyone at school
- Show an understanding of how emotions, relationships and behaviour are all related
- Remind children to be mindful of their actions and the impact their actions have on others
- Ensure high expectations are made explicit in optimistic classrooms
- Have clear and effective strategies to promote restorative practice and take a 'fresh start' approach every time
- Ensure that all incidents are logged using CPOMS and parents are informed where necessary (staff can ask for SLT support with this)
- Send children directly to the Headteacher or a Deputy Headteacher in specific circumstances (See section: Behaviour Triggers where children are immediately sent to Headteacher or Deputy Headteacher)

Whole School Values

Vision Statement: *Our shared aspirations are to continue to develop as passionate and creative learners; taking small steps as we learn to build a stronger community.*

Motto: *Learning together; hand in hand to be the best we can be.*

We promote three values in school: **Respect, Determination and Creativity**. These are celebrated each week in achievement assembly and are embedded in everything we do. Our aim is to teach the children the motto and for them to have an understanding of what it means in everyday school life.

Optimistic Classroom

Class Charter linked to Mind Up

At the beginning of the academic year each class creates their own charter to outline expectations. They should be:

- written by all adults and children working in the classroom outlining everyone's rights and responsibilities
- worded in a positive manner and linked to Mind Up principles e.g. mindful behaviour
- presented in a neat, visual way in order to be accessible to **all** children in the class
- displayed prominently in the classroom and referred to throughout the school day
- revisited regularly as the children's needs change throughout the year

Positive Rewards

- Certificates of Achievement linked to the Whole School Values are collected by children and celebrated in Achievement Assembly each week.
- Each half term, one pupil from each class who has modelled the three Whole School Values exceptionally will receive a personalised message and a special prize from the Headteacher to take home.
- The Headteacher actively encourages staff members to send children to him for outstanding achievements and excellent behaviour. These children receive Headteacher Award stickers.

Circle Time

All classes use Circle Time as a tool for promoting positive emotions, relationships and behaviour. It should be clearly modelled and expectations should be set at the start of the year in order for these sessions to be most purposeful and effective as the class mature together.

Circle Time may be a combination of games and opportunities for children to respond positively to each other in a safe, non-judgemental environment. They may also provide the class with an opportunity to discuss issues arising with emotions, relationships and behaviour and plan ways to improve the situation. Circle Time can be used as and when, and does not need to be timetabled. It should follow a Relational, Responsive and Restorative approach.



Countdowns

As a school we have a consistent way of getting the children's attention – the staff member counts backwards from 5 to 1 with their hand in the air as a visual. This system ensures consistently high expectations across the school in all contexts.

Steps for Managing Behaviour

Handy Hints – EYFS

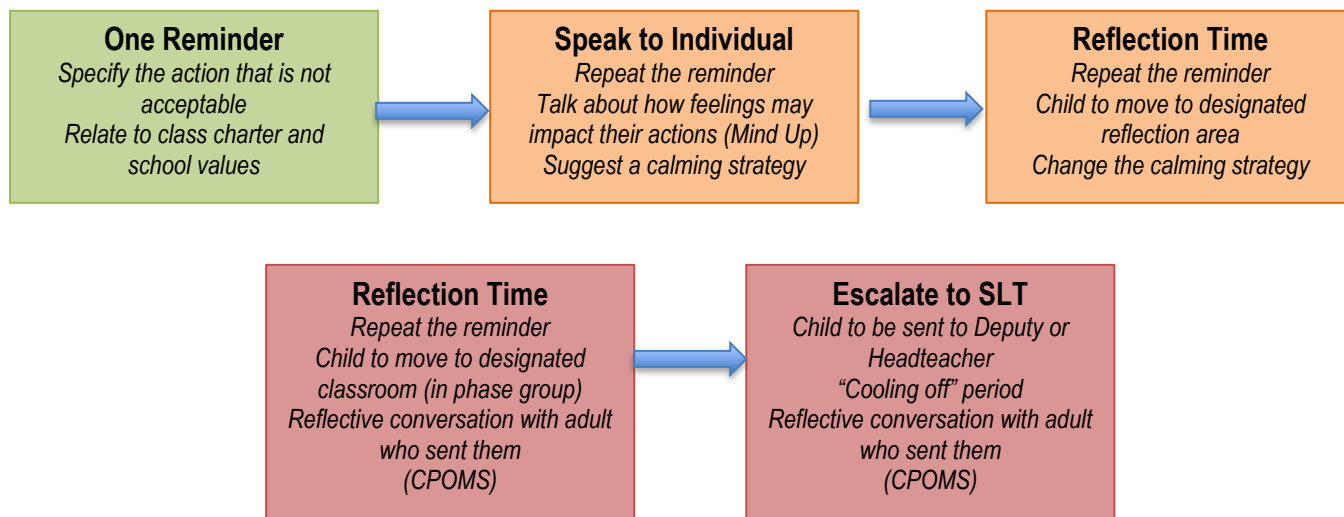
In Nursery and Reception the children have the responsibility to look, listen, think, share and always try their best. They follow the Handy Hints and this helps them to work and play together.



Key Stage 1 and 2

Our approach is quick, timely and personal – children are spoken to **individually** and reminded of the expectations/values. The adult who is speaking to them will always do this in a calm and considerate way while focusing on the initial behaviour only. No child will be publicly shamed or humiliated in front of others, as this is shown to have a negative impact on self-esteem and is less effective. Timely consequences work the best and a 'fresh start' that focuses on positive aspects of the child's behaviour should be used.

The following steps should be used to manage behaviour in all contexts within school (classroom, playground, dining hall etc.):



Behaviour Triggers where children are immediately sent to Headteacher or Deputy Headteacher

The following behaviour triggers a child being sent **immediately** to the Headteacher or member of the SLT

- physical violence or threatening behaviour
- dangerous behaviour, putting other pupils and staff at risk
- swearing intentionally to cause offence
- racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
- repeated disobedience or refusal to cooperate
- continued inappropriate behaviour after returning from Reflection Time in another class

If a child refuses to go to the Headteacher or a Deputy Headteacher, the member of staff will send an email briefly outlining the behaviour to inform them of the situation.

If sent to the Headteacher or Deputy Headteacher, a phone call will be made to parents/carers as soon as possible and the incident will be logged on CPOMS.



Behaviours not tolerated at Barlby:

- Bullying - see Anti-bullying policy
- Racism - see Anti-Racist Statement in Equal Opportunities Policy for full details of procedures
- Homophobia - incidents will be recorded by the Headteacher to be reported to Governors

Further Sanctions

When all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available additional support), exclusion is the next option and last resort for the school.

Exclusions will occur if:

- Children repeatedly violate the Emotions, Relationships and Behaviour Policy
 - Children seriously assault children or staff
 - Children repeatedly commit serious breaches of the Emotions, Relationships and Behaviour Policy
- *Actions will be dependent on the specific child's needs including if they have SEND or an EHCP which may impact on their emotions, relationships and/or behaviour*

Pupils with Special Educational Needs

Pupils with social and emotional difficulties may have specific targets within their IEP or their EHC Plans linked to emotional regulation and related strategies for behaviour support. **These should be utilised by all staff supporting these children.** All staff should foster relationships with pupils that allow the children to know they are cared for and that they can and will achieve. A consistent approach is vital and strategies should be shared amongst staff.

Safer Handling

Every child is entitled to;

- Respect for their private life
- The right not to be subjected to inhuman or degrading treatment
- The right to liberty and security, and
- The right not to be discriminated against in his/her enjoyment of those rights

(Human Rights Act 1998 and The United Nations Convention on the Rights of the Child ratified 1991.)

Restrictive Physical Intervention involves the use of physical support to direct a pupil's behaviour and can mean using bodily contact, protective wear or changes to a person's environment e.g. holding a pupil's hand to prevent them from hitting themselves or another person.

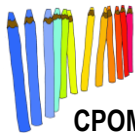
Physical intervention is only used for the following reasons and only as a **last resort**:

- To prevent self-harming
- To prevent injury to others
- To prevent severe damage to property that is likely to cause harm to the pupil or others

It is important to note that;

- only a minimum amount of physical support must be used - that is the minimum amount needed to avert danger and this should be applied for the shortest period of time
- the risks of using physical intervention are judged to be lower than the risks of not doing so
- physical intervention is an exception rather than a routine method of management
- physical intervention will be carried out in a dignified way and will be short and timely
- after physical intervention is used, the staff member **must** follow up with restorative action in order to maintain their mutually respectful relationships e.g. using Story Boards or engaging in calming activities together

The physical intervention should be logged using CPOMS and parents must be informed immediately.



CPOMS

The purpose of logging behaviour incidents on CPOMS is to continually track children's needs in order to support any ongoing intervention. Both positive and negative behaviour should be logged on CPOMS by all staff. All behaviour dealt with by SLT should also be logged.

Key Messages in Barlby's Emotions, Relationships and Behaviour Policy

- above all, we create a happy and safe environment
- our school values underpin everything we do
- everyone is responsible for fostering mutually respectful relationships
- staff are models of emotions, relationships and behaviour
- we foster a culture of kindness through courtesy and good manners
- staff understand how children's emotions link to behaviour
- staff do not shout at children or publicly shame them in any way
- consistency is key, every child is every staff member's responsibility
- staff nurture the children and encourage children to be the best they can be
- we ask for support when necessary