

# WREN PARK PRIMARY SCHOOL



RESPECTFUL



AMBITIOUS



RESILIENT

## POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

Policy Name:	Positive Relationships and Behaviour Policy	
Frequency of Review:	Annually	
Review Dates:	Summary of Key Changes (introduced from policy reviews after Jan 22)	Ratified By:
29/09/21		✓ FGB/ Committee / Other
October 2022		
March 23	Mid-year Review March 23	SLT/ FGB
July 2024		Committee

Next scheduled review: July 2025

\*Appendix A - Parental Summary of Behaviour Expectations and Explanations may be amended at other times.

## **ETHOS**

Behaviour has a high correlation with relationships. Positive relationships support positive behaviour and self-regulation. At Wren Park, we are an inclusive and non-selective community school. Everyone in our school community should have access to an environment which is safe, caring and supportive and where mutual respect is encouraged by all. All parties in our community have a duty to play their parts in maintaining a happy, positive and well-disciplined school (children, teachers, non-teaching staff, governors and parents).

Our school values the importance of being:

### **RESPECTFUL, AMBITIOUS, RESILIENT**

We also teach children about **British values** as outlined by DFE.

## **AIMS**

- To promote the well-being of everyone.
- To create an environment where children are physically and emotionally safe from harm.
- To help children develop emotionally and socially and become responsible members of our school community.
- To prepare children for being kind, caring and positive citizens of the future.
- To promote independence and self-discipline.
- To promote respect of self, others, community and property.
- To encourage self-regulation of behaviour and successful managing of emotions.
- For children to be aware of their responsibilities towards others and the impact of their behaviour on themselves and those affected.
- To become familiar with how restorative practice can help all parties.
- To prevent bullying.
- To ensure children work hard and complete learning tasks.
- To regulate pupil conduct.
- To promote values of hardwork, discipline, fairness, respect, tolerance and understanding of and adherence to the rules.

## **GENERAL PRINCIPLES**

Wren Park has due regard for DfE guidance in terms of:

- Screening and searching pupils.
- Inclusion
- The use of Reasonable Force.
- Disciplining children beyond the school gate.
- We work with other agencies to assess the needs of pupils who display continuous disruptive behaviour.
- SEND Code of Practice
- We work with the Local Authority and Safeguarding Board on Child Protection issues and allegations of staff misconduct.

- Keeping Children Safe in Education
- Protected Characteristics under Equality Act 2010
- PREVENT duty
- Promotion of Modern British Values

### **Schools Approach**

Positive, developmentally appropriate behaviour is encouraged and supported through the systems, ethos and guidance of pupils within school. All staff have due regard to their duties in promoting good behaviour and relationships with all children, recognizing that every child is unique. Whilst we strive for a consistent approach with all children, we need to ensure there is flexibility in order to support the best outcomes for all children; research evidence shows that a one-size fits all approach does not work and there needs to be an element of flexible consistency to ensure all pupils can succeed.

We understand that children need guidance and support to make good choices in terms of their behaviour but that during childhood they will make mistakes and learn from them. Guidance, care, support, education and experience are vital ingredients in terms of children being successful and responsible school citizens.

There are times when children's behaviour needs safe boundaries, which must be established and maintained. All adults in school should have the confidence and support to make these boundaries clear to children and act in "good faith and with good intent" within their work, with the support of the SLT and Governing Board. We expect parents to be respectful towards staff and other children and work with school should there be any issues relating to their child. Working with families and children, there has to be trust and support in the decisions and actions made by the adults in school so that we can keep all children safe and happy whilst in our care.

### **Tackling Behaviour Beyond the School Gate.**

Whilst we acknowledge children are only at school for around 32 hours during a school week, their relationships and the choices they make out of school "Beyond the School Gate" can impact upon the safety and wellbeing of themselves and others. School will speak to children and parents if we are made aware of any incidents away from school, which need addressing, and support. Some examples of this might be:

- Cyber bullying
- Bullying
- Intimidation / fights on the way to and from school
- Dangerous play around roads
- Disrespectful behaviour of, or towards, other community members
- Potentially risky behaviour
- Display of extreme views or intolerance

Whilst we try to establish the detail of some incidents of this nature, to safeguard children we may speak to the children without seeking parental consent but we will inform parents of anything over which we are concerned or believe they could follow up

and support at home. We will seek support of other agencies if necessary.

### **Mental Health and Well-Being**

Children who experience trauma (such as being witness to domestic abuse, facing bereavement, having attachment disorder or experiencing significant change in their lives- sometimes referred to as ACE'S- Adverse Childhood Experiences) find it difficult to self-regulate their behaviour. This is a physiological and psychological difficulty, which can mean that they may need support from adults to learn the skills required to manage their own emotions, feelings and behaviour. They may be in "flight, fright or freeze" state and even if, at times, this manifests itself in inappropriate behaviour they have little "thoughtful" control over their reactions particularly when agitated, stressed or threatened.

When dealing with the consequences of such behaviour the professional judgement of staff may "override" the usual school procedures, which are aimed at the vast majority of school children without additional needs / vulnerabilities. Staff must act to de-escalate negative behaviour through helping children to 'Regulate, Relate and Repair'.

Vulnerable children are in need of care and guidance in order to build a safe environment in which they can learn to regulate their emotions positively- we have an awareness that this is part of their Personal Social Health Education and the acquisition and application of skills will take time to develop.

Sometimes children in an emotionally charged state, and following a negative behaviour incident, are unable to process and engage productively until they have time to self-regulate and de-escalate their response a little as they will be in "flight or fight and fright mode". Staff will identify when this is the case and will enable a safe space for the child, working with them to Regulate, Relate and Repair so they are regulated and ready to return to the classroom.

Although boundaries are required for the safety and well-being of other children, a flexible approach may be needed for these children. Staff have to deal with the consequences of children's responses on a daily basis and we expect the whole school community to trust and respect the professional expertise of staff and support our aim to be an inclusive school.

**Legal Duties** are supported by schools intent under the Equality Act 2010 and in terms of Safeguarding and supporting children with SEND.

### **Roles and Responsibilities**

**All staff are expected to support the aims of this Positive Relationships and Behaviour Policy.**

**All staff have a duty to play their part in keeping children safe within school** and will deal with incidents as a responsible and trusted adult. They will know when to ask for support, clarification or refer any matter to a more senior member of staff.

**Midday Supervisors are responsible for:**

- supporting children within the dining hall and outside play areas
- being vigilant in identifying any behaviour that is dangerous or harmful to others as a priority.
- promoting the productive and cooperative play of children.
- showing concern for any child who appears to be isolated or unhappy.

**Teachers are responsible for:**

- maintaining a calm, safe and purposeful classroom
- responding to any issues that may arise during the day
- building positive relationships with all children in their care
- maintaining an overview over time of children's behaviour, including recording incidents using school systems.
- seeking guidance from SLT or SENDCo as required.
- sharing information regarding children's behaviour through routine parents evenings or, if required, more often (for example through home-school diaries or meetings).
- liaising with and supporting Teaching Assistants with behaviour management

**Teaching Assistants are responsible for:**

- building positive relationships with all children in their care
- providing, where possible, bespoke pastoral care for children who need it
- delivering social and emotional interventions, such as Zones of Regulation and Socially Speaking
- responding to issues that may arise during the day
- seeking guidance from the class teacher or SLT as required

**SLT, including the Headteacher and SENDCo will be responsible for:**

- giving advice, support and training for all staff
- taking decisive action should it be required in order to maintain order, discipline, safety and well-being within school.
- providing pastoral support, where needed, through a "Team around the child" approach – this may include staff who know the child well and who has the capacity to "champion" and support them as well as someone who the child has a good relationship with.
- support the whole school in maintaining discipline and order
- deciding if referral to other agencies is required or if parents are to be informed of significant incidents

**The SENDCO** will advise and support staff in designing specific behaviour plans and / risk reduction plans for children if needed and will seek support of external services if children display an ongoing need.

**The Headteacher** is responsible for dealing with the consequences of "high level challenging behaviour" calling on the expertise and support of other staff if required. If an incident is so serious that a suspension is necessary then the Headteacher will inform parents. Following an Suspension (Fixed term), the Headteacher will determine what arrangements are to be put in place to ensure the successful reintegration of the child

upon their return and over what period of time. Our best endeavours are always to minimise the risk to others whilst being inclusive for all children.

Permanent Exclusion is always a last resort. If issued, the Headteacher will inform the Chair of Governors and the necessary arrangements will be made in accordance to LA procedures. Wherever possible, if relationships and behaviour are so seriously damaged, school will work with the LA around Alternative Provision, Behaviour support or fresh start assessment. If no alternatives are suitable, the Permanent Exclusion may be the only appropriate course of action that the Headteacher will need to use to ensure the safe, efficient and productive education of children and to manage risk to children and staff.

Suspensions and Exclusions will only take place if they fall within the National Standard list for Exclusions.

The Headteacher will deploy school staff as required for specific supervision or support for activities if an assessment of risk indicates a need for more staff. The Headteacher will enable ongoing staff CPD around Behaviour and Relational practice.

The Headteacher will inform the **Governing Board** on a regular basis of issues of a significant nature which result in an Exclusion or that require additional resources including staffing.

**The Governing Board** will periodically monitor behaviour through a range of activities including pupil discussions, visits, looking at data and wider professional discussions with school. They have statutory duties with regards to inclusion and safeguarding. They will support the ethos of school, the aims of the policy and enable the delivery of a suitable curriculum through the allocation of sufficient resources.

They will be involved in a panel meeting in the event of a Permanent Exclusion (following LA and National guidelines).

## **WE FEEL THAT THE BENEFITS OF POSITIVE RELATIONSHIPS AND BEHAVIOUR ARE:**

### **1. CHILDREN**

- Children learn better in a happy, contented community.
- Children are safe and happy when relationships are healthy.
- Children learn better in a calm, learning environment.
- Children thrive in a non-threatening environment.
- Bullying is minimal and dealt with swiftly and efficiently.
- Children learn good behaviour and how to care for others.
- Children develop self-respect, high self-esteem and feel safe.
- Children develop respect for the community.
- Children develop the skills and knowledge to keep themselves safe
- Children learn how to regulate their emotions and to act in an accordingly safe manner with due consideration for others.
- Children attend school regularly and achieve well
- Children learn to celebrate and respect others similarities and differences
- Children develop healthy attitudes and emotional resilience
- Children understand that self-reflection restorative work is sometimes needed when there has been an issue where behaviour has fallen below the expected standard within school.

### **2. PARENTS**

- Parents feel welcome in school and have fewer worries.
- They have confidence in the school and its positive atmosphere.
- Parents are assured that positive behaviour will be encouraged in accordance to this policy.
- They feel that individual needs are catered for and their children will receive support as needed within the limitations of a mainstream and inclusive school.
- They feel that their children grow personally, socially and academically and that their emotions are considered.
- Acknowledge that their child's reflection may not be the full account and work in partnership with staff to help and support all children.
- Trust staff to make reasonable professional judgements to promote and manage behaviour without fear or favour.

### **3. STAFF**

- Teachers teach more effectively when there are fewer behaviour problems.
- All staff, whether teaching or non-teaching, benefit from good communication systems throughout the whole school community.
- Teachers make positive contacts with parents regarding their children and can work in partnership with parents to maximise the benefit to pupils.
- There is flexible consistency and fairness within schools response to

behaviour, whilst maintaining a child centred approach meeting the needs of children within vulnerable contexts.

- Staff work hard to build positive relationships with all children in their care.
- Teachers give children the time and skills needed to regulate, relate and repair.
- All staff offer wellbeing support for children through the curriculum and through pastoral relationships.
- All staff will take the time to listen to children, building connections and positive relationships.

## **HOW WE ENCOURAGE POSITIVE BEHAVIOUR AND RELATIONSHIPS**

We do this by:

- Setting a good example and being a good role model.
- Ensuring relationships are at the heart of all practice.
- Treating children and adults as we wish to be treated ourselves.
- Provide a welcoming atmosphere throughout the school.
- Recognising and praising good behaviour as it occurs.
- Recognising and praising kindness, good manners and thought for others.
- Explaining to children the reasons for rules e.g. safety, fairness for others.
- Ensuring that any criticism / guidance is constructive.
- Treating children as individuals and setting personal, attainable targets, with support and encouragement.
- Through collective worship, RE, PSHE, drama and stories.
- Using appropriate rewards and sanctions that are clearly understood by the children.
- Dealing with situations calmly with logic and for the benefit of the child.
- Working together as a supportive team, having effective systems within the team.
- Being flexibly consistent, acknowledging children's individual needs.
- Through the teaching and education of children using quality PSHE resources and making time to discuss and reflect upon own behaviour and attitudes.
- We challenge stereotypes and extreme views and attitudes and work towards zero discrimination on the grounds of- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (these are known as protected characteristics under the Equality Act 2010).
- Developing an assess, plan, do, review approach.
- Providing time for children to talk to and be listened to by a trusted adult.
- Making reasonable adjustments suited to individual children's needs to allow all children to succeed in and out of the classroom.
- Encourage resilience, optimism, understanding and empathy.
- Acceptance of responsibility to behave appropriately.
- To acknowledge that making mistakes is part of growing up but we have a responsibility to learn from them and develop in order to make fewer mistakes or poor choices.
- To use restorative practices where possible and appropriate.
- Have sound staff induction and regular CPD activities to enable staff to fulfil their duties in relation to Safeguarding.
- Staff to be aware that behaviour is a window to a child's lived experiences within and beyond school and that a change or deterioration in a child's behaviour might indicate an unmet need or be a sign that the child may be experiencing or have experienced some form of abuse.

## **REWARDING POSITIVE BEHAVIOUR**

### **The Reward Systems at Wren Park Primary School**

Parallel classes will usually use the same strategies but may “tailor” strategies for their own class to reflect their unique identity and encourage ownership.

#### **Individual (For example)**

Praise  
Stickers  
Golden Book  
Star of the week  
Certificates  
Notes home  
Dojo points  
Golden raffle  
Sunshine/Smiley face on board  
Sent to other staff for acknowledgement / celebration

#### **Group (For example)**

Team points  
Table points  
Table of the week

#### **Class (For example)**

Privilege / Golden time  
Class reward e.g. Game, social activity within class  
Extra playtime

#### **Year Group & Beyond** – for a medium/long term reward.

Free choice lesson e.g. Arts, crafts, film, game, quiz etc.  
School event e.g. Outdoor afternoon (Spring, Summer), themed day.

#### **Whole School**

House Team points.

## **Types of Negative Behaviour**

\*This list is not exhaustive or restrictive in nature but a “general indication” of behaviour levels.

### **Low Level (Managed by staff reminders on expected behaviours)**

Making inappropriate noises  
Talking whilst children should be independently working / whilst a teacher is talking  
Calling out  
Poking/annoying other children  
Leaning back on chair  
Wasting time in toilets  
Arriving late to lessons  
Not standing still/quietly when the whistle blows  
Carrying on playing when the whistle blows  
Pushing into lines  
Not using manners – please, thank-you, waiting turns  
Not finishing work  
Wasting time  
Forgetting PE kit

### **Medium Level (Managed by staff –focussed restorative discussion on behaviour)**

Inappropriate name-calling  
Negative comments e.g about work, size, clothes or other personal characteristics  
Pushing each other/rough play  
Throwing things in class  
Shouting at others  
Exercising control over others- excluding friends  
Messing about in toilets,  
Littering  
Disrespectful treatment of property (low level vandalism)  
Lying when being spoken to about behaviour – blaming others  
Being rude towards others  
Misusing PE / lunchtime apparatus  
Use of inappropriate language

### **High Level (Reflection Record)**

Fighting  
Stealing  
Repeated and venomous swearing  
Causing direct harm to others  
Deliberate disrespect / offence to school staff  
Taunting/ “winding some-one up” in a vindictive manner  
Exercising control to socially isolate other children  
Tormenting others  
Deliberate vandalism  
Bullying / intimidation Refusal to do what is reasonably

asked by an adult  
Leaving classroom/school without permission  
Disrespectful behaviour (either ongoing or of a significant nature)  
Disregard to safety and well-being of others  
Spitting  
Child-on Child Abuse  
Prejudice or discriminatory behaviour (including but not isolated to  
Racist/Sexist/ homophobic behaviour / gender identification/  
disability/ comments)

### **SANCTIONS AVAILABLE**

- Sanctions should be consistent but the teacher can apply professional judgement to individual incidents.
- Children should be clear of how sanctions are scaled and so have opportunities to make better choices of their own behaviour.

#### **Low Level (Within Class)**

By teacher or TA when positive reward ignored behaviour has not resulted in improvement.

- None- verbal signs (such as pointing to focus on work within class or other reasonable signal)
- Verbal Reminder of expectations.
- Reflection / catch-up time during play or lunchtime.
- Timeout out within class (to regulate- time to be taken out of break time)

#### **Medium (Impact upon child's "free-time")**

- Write an apology letter or reflection on how child should have handled the given situation
- Miss privilege time/treat (not a planned curriculum area ie. Not to miss any curriculum area e.g. PE as "punishment")
- Verbal apology and 'next time' I will ..... talk.
- Restorative work if appropriate
- Restorative task or duty as a positive deed

#### **High Level (Reflection Report)-Recorded as incident on CPOMS and Behaviour file**

- High level maybe a result of one incident high level negative behaviour, or result from several medium level incidents in any half-term (ongoing concerns).
- Sent to HT or other appropriate staff member (usually SLT).
- The HT / SLT will talk through the incident with the child and record on the Reflection format.
- The HT/SLT will decide whether if it is appropriate for the parents to be informed.
- SENDCO, HT & teacher will consider strategies for child support e.g. 'Circle of Friends Strategy' / position of responsibility if appropriate.
- The HT and SENDCO will decide whether referral to other services is required (e.g. Behaviour support- following internal graduated

- response)
- A school intervention program may be started with the child if deemed necessary. Parents will be notified and included in decisions around this.
- Where appropriate some kind of restorative justice intervention may be used- apology, discussion, paired work (but this will depend upon suitability and if there is any further risk of negative behaviour impacting upon another child). Any restorative justice intervention will be closely monitored by a member of staff to ensure the safety and well-being of all parties.
- The HT will follow DFE and LA guidelines on Suspensions and Exclusions if deemed necessary.

### **Does Behaviour Indicate an area of other Concern?**

\*In our duty to safeguard children it is important that Staff remain supportive of children and maintain good relationships with them. It is the behaviour of the child which may fall below the expected standard rather than the child being below expectation. Staff need to be mindful that behaviour can indicate that the child's lived experience is a cause for concern and may indicate a Safeguarding need. They should use behaviour incidents as opportunities to listen to the voice of the child.

- Governors will be given an annual overview of behaviour although further (at least termly) updates will be given particularly along with if there are any arising Safeguarding issues.
- Governors are encouraged to look at behaviour of children around school during their monitoring visits.

### **Isolation and Seclusion**

We do not support the long term isolation and seclusion of children as a strategy for maintaining discipline or dealing with the consequences of poor behaviour. However, we may, in the best interests of other children remove a child to work away from the classroom in an alternative supervised area. If this is for more than a short period (equivalent to one half day there will be an element of discussion / teaching around the issues which led to the removal from normal classroom environment).

### **MONITORING**

- The HT & DHT will monitor behaviour on a regular basis and if it is felt necessary then referral for further pastoral support will be given by a member of staff who has a good relationship with the child.
- A specific Behaviour Plan and / or risk reduction plan may be introduced for the child. A referral for Behaviour Support Services will be considered and made if appropriate.
- We will aim to work in partnership with parents on matters of serious or deteriorating behaviour. Where this is not possible, we will endeavour to continue to support the child to be successful within school. Our aim to provide a safe environment for all children will be paramount.
- Sometimes poor behaviour or deteriorating behaviour may be a sign that a child is struggling with dealing with their emotions and that this may be a symptom of negative childhood experiences beyond school and that there is always a possibility that a child might be at risk. It is important that staff are

aware and vigilant and raise any concerns they may have.

- It is important that children who are young and developing minds are allowed to make mistakes in their behaviour as they do in every other aspect of learning. Wherever possible lessons will be learnt from mistakes and poor choices. Persistent and ongoing negative behaviour will be addressed robustly in order for all children to feel safe and for the child to have support to become socially and emotionally responsible.

## **SEND**

Some children have an EHCP or a Behaviour Plan which may take priority over the whole school policy. If a child's behaviour is extreme and the child does not follow their behaviour plan then the school will follow the usual procedures, which may, as a last resort, result in exclusion.

## **LUNCHTIME**

Midday supervisors have guidance on dealing with negative behaviour and encouraging positive play and relationships. They are entitled to and expect children to behave as well under their supervision as they would under the supervision of their class teacher.

## **BULLYING**

See Anti-Bullying Policy.

## **MALICIOUS ALLEGATIONS**

Any allegation against a member of staff will be investigated either internally or through LADO. We are child centred; their voice will be heard and taken seriously and acted on accordingly. If an allegation made is found to be malicious then there will be a professional meeting to determine how best to support and protect the member of staff but also how to support the child. If necessary, a sanction will be considered for the child but we will also be mindful that making such an allegation may indicate an "unmet need" or indicate that something is "not right" within the child's life at that time (there may be an underlying Safeguarding or mental health issue).

## **SHARED RESPONSIBILITIES**

It is imperative that parents and visitors who have any queries about behaviour or discipline within the school contact their class teacher in the first instance. If there is ongoing concern then this should be passed on to the Deputy Head and further escalated to the Headteacher either directly or via a member of staff. Behaviour of individual children should not be discussed by parents on public or group forums including Whattsap or any other similar platforms. In our experience, difficulties between children and parents can escalate when parents tackle other parents about behaviour incidents.

Parents are reminded that we are an inclusive school and we support children from a diverse range of backgrounds and home life experiences and as such, the resilience and ability to make positive behaviour choices may be more challenging for some

children. Parents are urged not deal with the any matter independently on school premises. Any Parents who approaches another child within school may put themselves in a position where an allegation against them may be made. School is duty bound to follow up any allegation with the appropriate services (Police and /or Social Care).

## **PROFESSIONAL JUDGEMENT**

We are aware at Wren Park that the safety and happiness of a child is a parent's primary concern and expectation. Staff deal with many, many interactions and childhood fallouts and have to make decisions based upon information, which is available to them. Sometimes children's interpretations of events can differ. Staff will determine the most appropriate action when dealing with behaviour incidents. Occasionally this may not be to the complete satisfaction of the child or parent but we expect the support of parents when a decision is made by staff. Please be aware that staff will not talk in detail about the behaviour or intervention of other children but will aim to reassure parents that behaviour incidents and follow up actions are fair and appropriate.

## **REVIEW**

This Policy was reviewed in July 2024 in accordance to the National and Local guidance and guidelines. Consideration of KCSIE 2024 was part of the review.

### **Previous reviews:**

Interim Review March 2023

This Policy was reviewed in September 2021 in accordance to the National and Local guidance and guidelines.

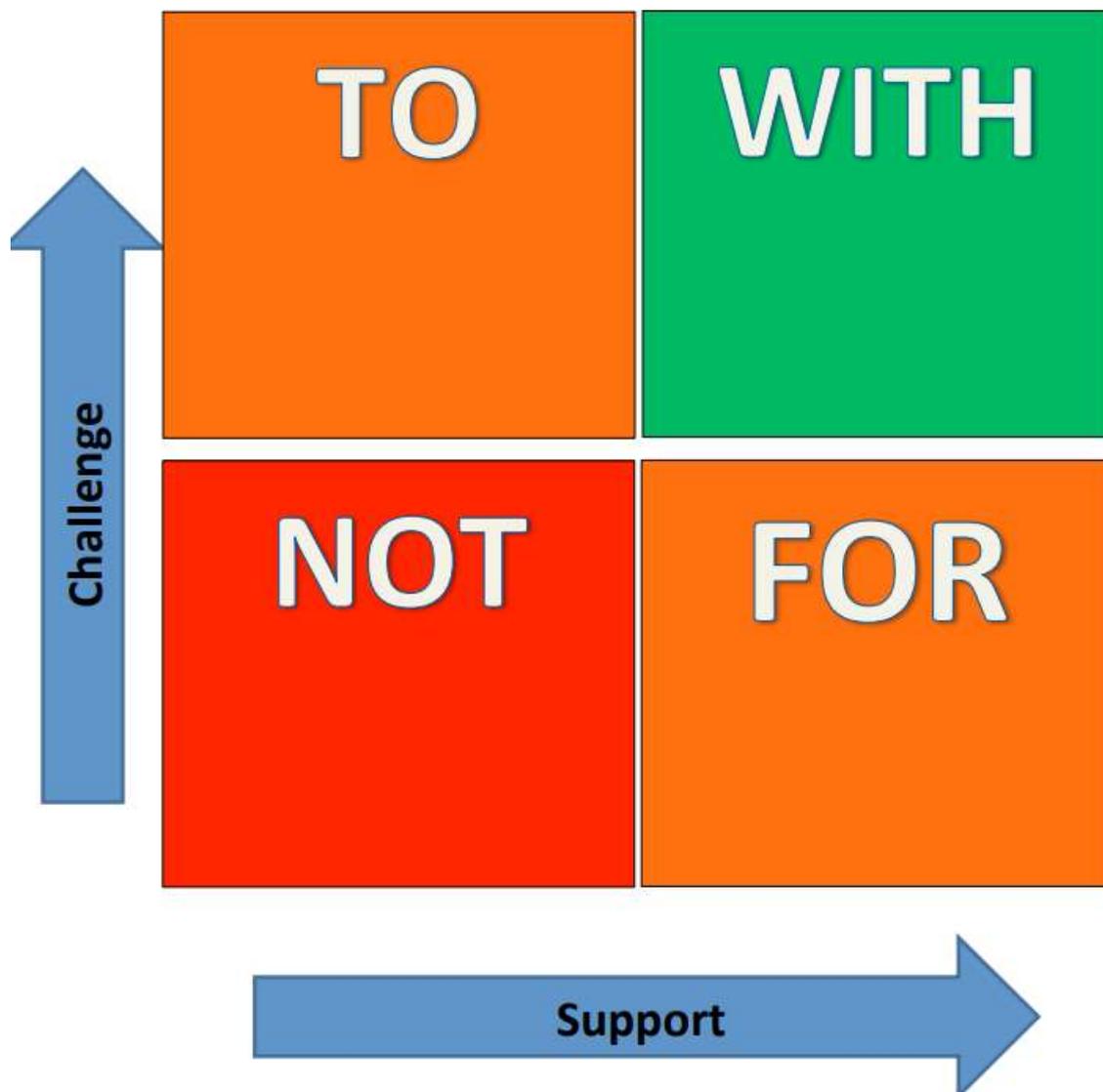
This policy had an interim review in January 2020 to update and reflect current guidance.

This Policy was reviewed in December 2019 in accordance to the National and Local guidance and guidelines.

### **Next review:**

The policy will be reviewed again in July 2025.

## FOUR WAYS – Working with children to restore relationships



A Restorative Approach requires a balance of high levels of CHALLENGE (setting limits, boundaries, expectations, clear bottom line, consequences) with high levels of SUPPORT (encouragement, nurture, compassion, empathy and listening).

High Challenge/Low Support = Punitive/authoritarian = Doing things TO people

Low Challenge/High Support = Neglectful/not interpreted = NOT doing much of anything

High Support/Low Challenge = Permissive/rescue/makes excuses = Doing things FOR people

High Support/High Challenge = Restorative/Authoritative/Relational = Doing things WITH people

**REFLECTION**

**MY PERSPECTIVE**

**What happened?**

**IMPACT**

**Who has been affected by this?**

**SOLUTION**

**What needs to happen now?**

**ACTIONS**

**Any actions or follow up?**

## Appendix A

### Behaviour Expectations and Explanations-

### A Parent's guide to Key Principles

We hope you find the following information helpful in understanding our work and approach with children's issues.

We have close to 400 children from ages 4-11 years navigating childhood pretty well in the main and they are a great and diverse group of children playing and learning harmoniously together.

When **OFSTED** visited school earlier in the year they reported that:

***"In the vast majority of lessons pupils behave well."***

***"Pupils understand the school rules."***

***"At playtimes children play happily together."***

***"They know that if they are upset, they can let an adult know."***

***"They feel safe at school."***

***"They do not think bullying happens at school."***

We are **very proud** of the behaviour and **relationships between the children at Wren Park**. On a daily basis, we see so many lovely things that the children are doing and we regularly celebrate these in our Friday morning assemblies. We are a diverse community and children enjoy their childhood learning and playing with their peers.

However, we are not complacent with this and know that there is always room for improvement as cohorts of children differ over time.

**OFSTED** also identified that **"some older pupils do not treat each other with respect"**.

**In the OFSTED Parent view survey "94% of parents said their child feels safe at school" and "87% said the school makes sure it's pupils are well behaved".**

This was echoed again this term by the parents who responded to the EPDA survey.

We are sure you will agree that we would like **all** children to show kindness and respect to their peers.

## Growing up responsibly takes learning from mistakes!

We all acknowledge that growing up is a tricky business and it takes years of **learning from mistakes** of selves (and others) to **be positive, resilient and respectful and kind** to all others. On occasions, all children will make mistakes and like with other areas of school when this happens children need our help and guidance.

## How do we encourage positive behaviour?

**We encourage positive behaviour through our focus on positive relationships.**

Our school motto:

***“Wren Park, One School, Kind and Resilient Together”***

supports what we want for and from our school community.

It is underpinned by our school values:



RESPECTFUL



AMBITIOUS



RESILIENT

## What happens if a child behaves in an undesirable manner? A graduated response.

**We expect the children to be kind and respectful to others as well as ambitious and resilient.**

If we find your child has not followed the expectations we have in terms of their behaviour they may be required to miss a **playtime as a sanction** (usually after a reminder although sometimes, as their behaviour warrants it, immediately). During the missed playtime, the child will be supervised and they will be **reminded of expectations in line with school values**. They will be able to have a drink of water and go to the toilet prior to going back to class.

When this happens, **we do not notify parents, as we believe children should have the opportunity to be independent, learn from their mistakes**, and move on without making a “big issue”.



If a child has three missed playtimes within a 6 week period then we will contact you so both school and home can **work in partnership to support the child**. Please note we will not discuss “one off” incidents of behaviour unless it is a significant issue.

If a child’s playtime behaviour just warrants “**time out**”, for example, rough play then they will be asked to stand out of play for 3-5 minutes or so before resuming play.



This should not cause undue stress and we use this to keep play going for the children and just giving a “gentle reminder”.

### **What happens if my child reacts and “gets caught” doing something they shouldn’t?**

We sometimes hear that children “did not start it” or was only reacting so “they shouldn’t be punished”. As we teach children about **modern day Britain** we not only talk about values but talk about the importance of **showing restraint and doing the right thing as well as following rules**.



We need to instil that there will be a consequence of their actions- after all we can't have children entering society thinking that it is ok to react in a negative way if something or someone upsets them.



We occasionally hear messages from parents that “children should defend themselves” or “others did it first and my child is the only one being spoken to”. Our response is that if they are found to have behaved in an inappropriate way, there is no “defence” for their action and if they **choose to say or do something and they are caught, they will be held responsible**. I am sure you will appreciate this is the same as every aspect of adult life to which we are preparing them. We will always follow up and speak with children who are “identified” as being involved with incidents.



Within school, there are always **avenues of support for the children** but **they must use them!**



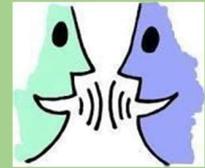
### **My Child has SEND - are they separate to the schools approach to behaviour?**

In a nutshell, we have the **same high expectations and ambition for all our children** and so they will be held accountable for their behaviour in a similar way to all children.



It may be that additional support is given to these children in order to manage within school and additional help to understand and regulate their behaviour.

Although children with SEND need and deserve our best endeavours; if their behaviour impacts upon the safety and well-being of others or their own, we will talk with you and put a risk reduction plan in place. We will talk with you about this if it is needed.



## What is Relational Behaviour approach?

At Wren Park, we adopt a relational behaviour approach whereby when significant behaviour issues or fallouts occur or there are ongoing difficulties between children we focus on **building relationships** through reflection of impact on others. It is about how to manage things differently and better in the future. It is about educating and upskilling the children to cope with the demands of being in a community.

This approach uses the most informed **research at its core** and implications for best practice from neuro-cognitive science, our understanding of trauma and attachment aligned to our values, ethos and British Values. All staff have had training in working with children who have experienced trauma and attachment issues.

## How does that work in practice?

### **“Connection before Correction”**

It is important that when children become dysregulated (angry / unsettled) they are enabled to have a **safe place and time in which to calm down**. This might involve sitting with an adult maybe doing some breathing exercises or some other activity to calm them.



Once the children are calm then the child will be able to **talk through or write about what happened (the child’s story) from their point of view**. Other children involved will be encouraged to do the same. Once they have given their story they are then encouraged to reflect upon the impact that has had on themselves and how they feel as well as to **consider how those involved (another child /adult) may feel**.



They will then **talk through the consequences of their actions** and what they can do to move the situation on to a **better place**. Sometimes this will involve getting the children together but on occasions the children have this discussion facilitated by the adult or

sometimes this will just be with the adult. This is focused upon doing something positive either to help someone feel better or constructive work and where necessary an apology or explanation.



Following that, we discuss **preventative measures to reduce the risk** of incidents occurring again and providing the children with support to **seek help rather than react** in the future. We talk about the school expectations linked to our values as well.

**This is a supportive and developmental process rather than simply a punitive one.**

Obviously, like all aspects of learning, it takes teaching and practice to **educate the children to be kind and responsible** and this approach builds **better children over time**.



**We expect all parents to appreciate this whole school approach and need your full support.**

### **What sort of issues requires a Relational Behaviour approach?**

Whilst not exhaustive, typical things may be a “**fall out**” with another child which has escalated to **causing harm, bullying, prejudice related comments/ actions (including online and out of school)** or behaviours towards a child which are **unkind over time causing ongoing upset and isolation** of a child as well as **persistent or significant disrespectful** behaviours.

We hope you have found this guide useful. It may be something you keep for reference.

As always, our aim is to **help children through childhood** and through the issues that may arise as part of that journey through school. We believe that with the support of **school and parents in partnership** we can be **proud of the children and the impact they have on their immediate community**. We hope they develop the skills, attitudes and behaviours, which **equip them well for life**.

### **Finally- Remember**

- ✓ **We are proud of children’s behaviour and attitudes the vast majority of time.**
- ✓ **When mistakes occur children need to learn from them and need support from both parents and school to provide a consistent and positive message based upon being kind and respectful.**
- ✓ **Take time to talk to your child about keeping safe online.**

Thank you for your ongoing help and support.