

## **Attachment and Trauma Responsive Behaviour Policy - DRAFT**

### **1. Introduction**

**1.1** This policy explains our approach to behaviour management and how it helps us make our school a community in which everyone is and feels safe, welcome and at home, so people can learn, discover, and achieve their potential.

**1.2** Our approach is based on helping everyone to be and feel safe, building relationships, understanding individual needs and supporting the development of self-regulation skills so everyone can achieve their potential in school. The policy applies to all adults and children in our school, and we expect parents, carers, our community, and other adults involved to support it.

**1.3** At the heart of our community are the people and the relationships they build. To make our community work we expect everyone to treat each other with respect, kindness, and compassion.

**1.4** We have built a culture in which people can talk about how they feel, ask for help, learn from mistakes, put things right and get the support they need to manage their mental health, well-being, feelings and behaviours, so that they become confident, self-regulating adults and positive members of their community, who show tolerance, respect and support for others.

### **2. Roles and responsibilities for this policy**

#### **The role of the class teacher**

**2.1** The class teachers in the school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

**2.2** It is the responsibility of the class teacher to ensure that the all children feel safe, and that their class behaves in a responsible and respectful manner during lesson time to allow this. The class teacher strives to regulate children by maintaining a calm demeanour.

**2.3** The class teacher treats each child fairly and treats all children in their class with respect and understanding.

**2.4** In addition to our school values which underpin all of our conduct, each class has democratically agreed school charter that is agreed by the children and displayed on the classroom wall. In so doing, every child is aware of the code of conduct expected in each class.

**2.5** As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact will be recorded on CPOMS. Where the teacher feels additional support or action is required to support a child, they should contact the SLT to discuss this.

**2.6** If a child makes the wrong choices repeatedly in class, a record of all incidents will be kept via CPOMS. All incidents where behaviour is a significant cause for concern should be logged onto our CPOMS system, this will help monitor patterns of behaviour and will allow us to consider if any further support is needed for the child. If the behaviour continues then in the first instant, the class teacher should inform the parents and request a meeting.

**2.7** The class teacher reports to parents about the progress of each child in their class, a parent will be contacted by the class teacher, assistant headteacher, deputy headteacher or headteacher if there are concerns about the behaviour or welfare of a child. Wherever possible, teachers should aim to call parents/carers during the school day to avoid discussing incidents with parents on the yard as this can often be tricky or embarrassing for the child or family.

**2.8** The class teacher referred to the SENDCo's and deputy headteacher who can liaise with external agencies, as necessary, to support and guide the progress of each child.

**2.9** For children who display behaviour that is a significant cause for concern, further action may be necessary. Staff should aim to deal with incidents themselves however if further support is needed a member of SLT should be contacted. Where there is an incident where a child is unsafe, immediate support should be sought from another member of staff, or the SLT by sending a child to the SLT area.

### **3. The role of Headteacher**

**3.1** It is the responsibility of the headteacher to implement the schools Relationships for Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all the children in the school.

**3.2** The Headteacher, delegated responsibility to the deputy headteacher, supports the staff by implementing the policy, by setting the high standards of behaviour, and by supporting staff in the implementation of the policy.

**3.3** The Headteacher keeps records of all reported serious incidents relating to behaviour.

**3.4** In exceptional circumstances when the behaviour of individual pupils puts others at risk of harm e.g. an assault against a pupil or staff member, the Headteacher, and in her absence the Deputy Headteacher or Assistant Headteacher may have to implement fixed-term suspension procedures. This is always a last resort with further action always taken prior to this to ensure that a robust plan is in place to meet the needs of these individual pupils.

**3.5** A robust reintegration meeting is held before the individual returns to school. The process is used to identify and put in place extra support for the returning individual to avoid further suspensions.

**3.6** We will do everything in our power to ensure that the pupil remains in our school. Our school also works very closely with the Social Inclusion Service from the Local Authority in order to plan appropriate arrangements for pupils who require alternative provision to reduce the risk of permanent exclusion.

**3.7** Internal exclusions are sometimes used if returning a child back into the class setting may result in significant further disruption to their own or others learning. They may also be used if a significant incident has occurred which requires immediate investigation and time for the child to be regulated. These can be any part of the day including lunchtimes. This is a supportive measure to prevent any fixed term suspensions.

### **4 The role of parents**

**4.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**4.2** We explain the school expectations and we expect parents to read these and support them.

**4.3** We expect parents to support their child's learning and to co-operate with the school, as described in the Anfield Way Values. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's behaviour.

**4.4** We ask parents to support the actions of the school and trust our approach in supporting pupils. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See complaints policy).

### **5 The role of Governors**

**5.1** The governing body should make, and if necessary, review a written statement of general principles to guide the headteacher in determining measures to promote good behaviour among pupils.

**5.2** The governing body has the responsibility of setting down these general guidelines on standards of behaviour management, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

**5.3** The headteacher has the day-to-day authority to implement the school's Relationships for Behaviour policy, but governors may give advice to the headteacher about particular behavioural issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **6. How we provide a safe environment for learning**

- Our school is a safe, inclusive, welcoming place We make sure that each of our children is known, recognised for their strengths and given if needed support
- We know our children's parents, carers and our community
- We meet and greet all children on the gate, as they come into our classrooms and as we walk round the school
- We welcome parents, carers into school and listen and respond to their concerns and views
- To help ensure the school is calm, we treat each other with courtesy and respect
- We don't shout
- Our vision, values and our children's achievements are visible as you walk round the school
- We encourage empathy by guiding children to make choices based on empathy and mutual respect
- We develop routines that help everyone to feel safe and recognise positive choices
- There are safe places for people to go when they need calmness or reflection
- There are outdoor spaces and room for children to run and use their energy safely
- Every child has a safe person who knows them and who they can go to if they are struggling

## **7. How do Leaders support great behaviour in our school?**

### **Leaders**

- Model the behaviour they expect from everyone
- Are open, honest, willingly accountable, notice achievement, challenge and support and are able to apologise when they get it wrong
- Do not fix everything but support the whole team to find solutions
- Ensure that the vision is shared and developed
- Provide opportunities and a safe space for adults to debrief, reflect and have a professional conversation
- Provide high quality CPD for all adults working in school
- Work pro-actively with other agencies to ensure plans are joined up and solutions are found

## **8. Behaviour in the School Playground**

**8.1** The school places the same high expectations on children when they are in the playground as it does whilst in lessons or within school.

**8.2** Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children.

**8.3** Equipment is provided for the children to use respectfully to make the most of their time and we place the responsibility on children to use it in such a way so that their playtime is fun.

**8.4** Quieter spaces are also provided for children who want to sit and talk or read. We provide a lunchtime club there is an alternative provision for children who find the yard difficult supported by our Learning Mentor.

**8.5** Behaviour at playtimes and lunchtimes that does not meet the school's expected standard will result in a child having time to reflect with an adult. The adult will talk to them calmly and expect the same in return, demonstrating respect on both sides.

**8.6** In the event of a serious incident, a child will be asked to leave the playground to discuss their behaviour with a senior member of staff. Once the full picture has been obtained, the member of staff that the child has been sent to will decide whether a further consequence is needed (see above). CPOMs is used to record an serious incidents.

## **9. How we support children**

**9.1** There is a strong support mechanism for pupils regarding behaviour. The deputy headteacher and Learning Mentor works with children who are displaying continuous challenging behaviour not only in school but were parents have reported that their children are struggling to regulate their emotions at home. We listen and supports children in making the right choices through specific therapeutic and MHST interventions. Hope's Therapy Dogs, Play Therapy, Seedlings and Learning Mentor support.

**9.2** We recognise all our children are unique, so we ensure that our high standards are matched with support for children according to their needs to enable them to achieve these standards. We recognise that for children with SEND specific adjustments and arrangements may need to be made and these will be outlined as appropriate in individual plans,

## **10 How do we respond to good and great behaviour?**

**10.1** Positive behaviour management techniques are used consistently across all year groups. Positive reinforcement is used frequently when things are going well and minimal feedback is given to low level undesirable behaviours, we focus on what we want the pupil to do. We praise and reward children in a variety of ways. We recognise the power of positive attention and that the biggest reward is to be noticed and valued by an adult with whom you have a relationship.

**10.2** We encourage children to have a positive view of themselves and their futures, so that they focus on future rewards and goals rather than always needing immediate rewards.

### **10.3 We use the following rewards**

- We may use tokens, stickers, stars, certificates, special assemblies, trips etc to celebrate but we want our children to become resilient and self-regulating, so we do not build dependence on external rewards to motivate or encourage behaviour.
- Each class has their own Jem Jar which rewards pupils with class prizes. Jems are obtained by demonstrating our school values and displaying positive behaviour.

## **11 Consequences - What do we do when things go wrong?**

**11.1** Things that are unhelpful and that we avoid

- We do not use a rigid hierarchy of escalating punishments.
- We do not use fear, threats, bribes, coercion, or humiliation.
- We do not turn it into a power struggle – we are adults and it's not about our egos
- We do not take it personally – even if it feels personal. Staff are supported to recognise the feelings that their work brings up for them, particularly when they are supporting young people who are struggling with their behaviour.

- We do not confiscate, retain or dispose of a pupil's property as a punishment. It will be kept safe and given to a parent/career at the end of the school day.

**11.2** Things that are helpful and that we do We respond in a way designed to help the child to learn to self-regulate, manage the underlying reasons for the behaviour, keep themselves and others safe, repair relationships, get back to learning

### **Firstly we manage ourselves:**

When dealing with difficulties, we can start to feel intense emotional responses ourselves. We might feel anger, frustration, upset or anxiety for example. However, when we are 'dysregulated' we can't support others to regulate, in fact we are more likely to pass on our dysregulation to others! So, we recognise the importance of staff being able to self-regulate prior to managing any difficult situations in the classroom.

- We take a breath
- We create a sense of safety and order
- We ensure our lessons are working for all the children
- We role model the behaviour we expect
- We notice and praise the behaviour we want to see
- We remind children of their good behaviour
- We reflect on the wider context [the child's experience and perspective]
- We are calm, focused on what the child needs and what anyone who has been negatively affected needs [not our need for control etc.]

### **Secondly, we help the child to:**

- Be and feel physically and psychologically safe – including giving them time and space, other than in an emergency
- Support them to regulate their emotions and behaviours, for example by teaching them about breathing, how to release anger in non-destructive ways, naming and understanding their emotions
- Reflect and build a better understanding of themselves and others
- Deal with underlying issues
- Learn other ways to manage themselves
- Consider the impact on others
- Put it right with others

### **Thirdly, where there are ongoing behaviour issues**

- Our focus is understanding and supporting the child and those around them to deal with underlying issues that are giving rise to the behaviour.
- We notice patterns of behaviour and put things in place to pre-empt problems
- Work with parents/carers to understand and resolve the issues
- Seek further advice from other agencies e.g. EP

### **Fourthly, if there is a major incident**

- We may need to fix term suspension until we can put in place the strategies above

## **12 We use the following consequences**

**12.1** We define consequences as the natural and logical responses to actions. We define punishment as the use of fear, shame or humiliation and because of this we don't use punishment. Once we have followed the actions described in section 13, if consequences are needed, we:

- Use consequences according to what needs to be done to help the child to learn to behave differently and put things right.

- The consequence is logical and natural – if you drop litter you pick it up; if you are rude you apologise; if you don't do the work, you catch up, if you hurt someone, you repair the relationship.
- Consequences for minor things are dealt with in the moment and then we move on
- If there is a person affected by what has happened, then their feelings [but not their need for revenge] must be dealt with and respected via reflection time and a restorative approach
- We feel strongly that children should understand that they have a choice with regard to their behaviour. Through structured conversations, children discuss the consequences of their actions and the effect these actions have on other members of the school community. Pupils are then assisted to come up with a positive solution moving forward, helping to resolve the situation.
- Time will be allocated for the pupil to catch up on work with a member of staff to ensure there is no lost learning due to behaviours and actions. This also provides an opportunity for staff to reflect with the pupil and find out why certain behaviours are being displayed. This time can be allocated in break and lunch times, work can also be sent home with the pupil after a discussion with the parent / carer.

### **13 Anti-Bullying Statement**

Anfield Road Primary School is against bullying and any form of behaviour which causes pain or distress to another person.

#### **13.1 Definitions of Bullying**

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical : pushing, kicking, hitting or any use of violence.
- Verbal : name-calling, sarcasm, spreading rumours, threatening, teasing about someone's race/gender/size/performance/looks/background etc.
- Emotional : excluding, tormenting, being unfriendly, looks, silence, staring, texting, MSN®, Facebook etc.

**13.2** As a school we will endeavour to prevent bullying by implementing the school's behaviour and relationships policy **consistently**. We will ensure the policy in line with the DFE guidance on bullying.

We must ensure that pupils know;

If they are bullied, they must tell someone

- Parent
- Teacher
- Teaching Assistant
- Midday Supervisor
- Learning Mentor
- Deputy Headteachers
- Heads of School
- SENDCo
- Headteacher

**13.3** The Learning Mentor, Headteacher, Deputy Headteacher and SENDCos are available every lunchtime and playtime for children to talk to if required. Children and Adults must not tolerate bullies. The children learn about relationships and bullying through PSHE and Collective Worship.

#### **13.4 STRATEGIES AND RECORDING OF INCIDENTS "7 STEP APPROACH"**

If bullying is reported the following will happen:

- 1) A designated member of staff talks to the victim about their feelings. The member of staff will not question the child about the incidents to know who is involved. If parents of the victim do not already know about the incident of bullying, they are informed the 7 steps are taking place.
- 2) The member of staff arranges to meet with the group of pupils involved, this may include some bystanders or even friends of the victim who joined in but did not initiate the bullying.
- 3) The member of staff tells the group how the victim is feeling (with their consent) and might use a picture, piece of writing to emphasise the victim's distress. At no time does the staff member discuss the details of the incident or allocate any blame.
- 4) The member of staff does not allocate blame but states that she knows that the group can do something about it.
- 5) Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.
- 6) The member of staff will end the meeting by seeking assurances from the group that they will help solve the problem. A meeting is arranged to see how things are going for the next day.
- 7) At this follow up meeting, the member of staff discusses with each child, including the victim, how things are going. This allows the member of staff to monitor the bullying and keep the children involved in the process. Further meetings will be arranged as necessary. All interventions will be recorded and held centrally by the Headteacher. This will be carefully evaluated and the appropriate staff will be informed of the action taken. Parents will be informed at the appropriate time.

This strategy is a restorative approach to resolving conflict and using children's mistakes as a learning opportunity. The aim of this is to change the bullying behaviour and receive the best outcome for the victim. Punishment often will make things worse for the victim and therefore often leads to secrecy rather than early disclosure.

If "The 7 Steps Approach" does not work for a particular child or group of children and the bullying continues, then some or all of the following will happen;

- The parents/carers of the victim and the bully/ies will be informed
- A referral for specialist behaviour support will be made by the school's SENDCo.
- A fixed term suspension may be necessary
- The Governing Body will be made aware of the disciplinary action taken.
- Anti-Bullying Week each year we take part in the National Anti-Bullying Week by delivering Collective Worship sessions. Due to the young age of some of our children we may adapt the language in order to be age appropriate in order to support our children effectively.

## **14 Racist and Misogynistic Incidents**

**14.1** Definition: **A racist incident is any incident which is perceived to be racist by the victim or any other person.**

**14.1** Definition: **The use of sexist, misogynistic language. This language typically associates negative characteristics with being female (“you throw like a girl”) and more positive characteristics with being male (“man-up”).**

**14.2** As a school we teach the children to celebrate all our differences and to recognise being unkind to anybody about differences in appearance, religion or gender is wrong.

This is addressed through;

- Collective Worship
- RE
- PSHE / Anfield Values
- School Curriculum

### **14.3 Recording Incidents**

Due to the young age of the children, we are cautious not to over react and to investigate the incident thoroughly to ensure the child understands what they are saying and the consequences of their actions.

**14.4** All incidents are reported explained to both sets of parents/careers and recorded by the Headteacher on CPOMs

**14.5** Where an investigation indicates racism the following actions will happen

- The Headteacher/DHT/ AHT/Learning Mentor will record the discussions with both parties.
- The parents of both parties will be informed by a senior member of staff and this meeting will be confirmed in writing by the Headteacher
- All racist incidents will be recorded by the Headteacher and reported to the Full Governing Body
- The school reports to the Local Authority on an annual basis about how many racist incidents have been recorded

### **14.6 Complaints Procedure**

We have a duty to inform parents that where the need arises, they may have the right to make a direct complaint to the police.