**Malpas Alport Endowed Primary School**

Shape, circle

Description automatically generated

**Behaviour & Relationships Policy**

|  |  |
| --- | --- |
| **Review Cycle** | **Annual** |
| **Term** | **Spring 2023** |
| **Next Review Date** | **Spring 2024** |
| **Agreed** | **Achievement and Wellbeing Committee** |

**OVERVIEW**

Outstanding behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school’s life. All members of staff will set high standards and learners will be given clear guidance about what is expected of them. All of this will be undertaken in a TRAUMA INFORMED manner. We will work in partnership with parents to ensure that the school’s values become central to the lives of learners. Home and School Agreements will promote this policy. Throughout the implementation of this policy, practice and procedure, we will ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

**TRAUMA INFORMED PRACTICE**

This is a dynamic and developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development. We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationships with children to support their development. We are also aware that positive change can occur through understanding the child’s history of adverse childhood experiences and current life circumstances. We know that strong, safe relationships are key and children suffering from Adverse Childhood Experiences (ACEs) will need to be taught how to behave appropriately and manage their feelings and emotions.

We are aware that life events can introduce episodes, which become interruptions to some children’s development and ability to learn effectively. We provide a differentiated provision in response to need with restorative strategies and social and emotional support. We understand that positive, caring relationships are paramount to supporting trauma and behavioural needs and as a result we NEVER shame, shout at or ridicule children.

**OBJECTIVES:**

1. To create an ethos of excellent behaviour in school where children are happy, secure and safe, that reflects our commitment to every child achieving their best.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values, kindness, care, good humour, good temper, respect, honesty, integrity, and empathy for others.

**STRATEGIES.**

1. The school promises of READY, RESPECT and SAFE will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff are trained in PIVOTAL behaviour strategies and consistently follow this ethos.
4. All staff conduct themselves using skills and knowledge of TRAUMA informed practice.
5. Children will be taught to be polite, respectful, well-mannered and well behaved.
6. The rewards and sanctions policy will be used sensitively and consistently by staff to encourage and promote good behaviour. Each stage of the process will be conducted in a trauma informed manner.
7. Each member of staff is held to be responsible for the good behaviour of the children in their care.
8. The leadership team will involve parents at an early stage where a child is experiencing difficulties and requires support.
9. The leadership team and mentor will involve outside agencies where it is appropriate and seek professional help when there is a fundamental barrier with a child’s trauma-based behaviour.
10. In extreme cases a child may be excluded from school by the headteacher in accordance with the Local Authority Children’s Service Exclusion and Suspension Guidelines. This will always be a last resort.

**OUTCOMES**

This policy will promote the trauma informed ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school’s aims and rules of conduct.

**WHOLE SCHOOL RULES**

1. Ready
2. Respectful
3. Safe

**REWARDS & SANCTIONS**

**OVERVIEW**

**This system is underpinned by the PIVOTAL behaviour ethos alongside trauma informed practices.**

This accompanying document to the Behaviour Policy outlines the reward and sanction systems we have in place to maintain outstanding behaviour at Malpas Alport. Our caring ethos ensures that every child is treated fairly according to their individual needs; this can lead to individual programmes to improve behaviour that lie outside our regular systems. These are overseen by the Head, Deputy or SENDCo and maintained by the class teacher.

**Attitude to Learning Grades**

Attitude to Learning Grades (ATL) are logged three times a day on a 1-5 grading system. This system is NOT PUBLIC, and children are encouraged to reflect on their scores. If the class teacher feels that a child is struggling to manage their behaviour, then a PRIVATE conversation occurs. Below is an overview of the system:

Attitude to Learning Grades

|  |  |  |
| --- | --- | --- |
| **Grade** | **Meaning** | **Further info** |
| 1 | Outstanding ATL | The child demonstrates excellent learning powers and understanding as a result of their positive attitude and behaviour. *Rewards are in place for the highest number of 1s* |
| 2 | Good ATL | The child is engaged throughout the lesson, demonstrating effective learning and understanding. |
| 3 | Passive ATL | The child is slightly disengaged and distracted from their learning.  Parents will be informed by the class teacher if regular 3s are occurring |
| 4 | Disruptive/ Disengaged ATL | The child is displaying low level disruptive behaviour due to their own levels of stress.  Parents will be informed if regular 4s are occurring |
| 5 | Highly disruptive | The child is displays highly stressed behaviours through aggression, continually not following instructions , being continually disrespectful, swearing or damaging property.  Restorative Sanctions are in place for each grade 5 received. Parents will be informed to discuss support for the child.  This must be logged on CPOMS |

**REWARDS**

Class teachers must positively reward children whenever possible, and it is imperative to recognise consistently good behaviour. The best rewards are immediate specific, verbal praise linked to effort and positive learning behaviours.

**Class Dojo- Monster Points**

Class Dojo- monster points act as an incentive to ensure consistently good behaviour is rewarded. It is an online tool that uses fun avatar monsters to collect points for each pupil. It is visual, stimulating and fun. Children receive monster points for specific areas such as: being on task, helping others, participating. Icons can also be set by the class teacher depending on the class focus, for example: helping others, perseverance, remaining on task and managing distractions. Points can be given by any member of staff during any time of the day. Monster points will never be taken off a child. The child with the highest amount of Monster points at the end of every half term receive a reward in a special celebration assembly.

**Attitude to Learning Rewards**

The children with the most 1’s at the end of each term is given a reward and recognised in assembly.

**Celebration Assembly**

Weekly assemblies are held every Friday. Certificates are given out to reward outstanding learning, learning powers, friendship or behaviour.

**Additional Strategies**

Each class teacher develops their own in-class strategies that are shared with all children at the beginning of the year.

**Restorative SANCTIONS**

Sanctions are usually the natural consequence of the child’s behaviours. Before a sanction is administered, a scripted and stepped process is followed by each staff member that is based around a calm, consistent and solution –focussed approach. If behaviour doesn’t improve through this process, then a RESTORATIVE CONVERSATION takes place. Each restorative conversation centres on teaching the child the skills needed to improve their behaviour and discusses the impact of the behaviour on themselves and others. The Head and Deputy will regard each case based upon the needs of the child (diagnoses, personal circumstances etc.) and can alter the standard procedure accordingly.

**Individual Inclusion Plans for Behaviour**

There are some children that have specific needs that can affect the way they behave. We pride ourselves on the support we provide to these children. Separate inclusion plans and risk assessments to enable these children to make the most of their learning time are implemented and reviewed regularly.

These plans have every child’s needs as a priority and there are procedures in place to minimise disruption to the learning of everyone. Therefore, any child on a behaviour inclusion plan who is unable to cope in class will be supported to continue their learning out of class with a key adult until their emotions are regulated.

**Lunchtime/ Breaktime grades**

Any aggressive/unsafe behaviour that indicates that a child isn’t coping outdoors should be recorded on CPOMS and shared with parents. Adjustments will be made to the child’s lunch time.

**Positive Handling**

Key staff are trained in de-escalation strategies to support children in calming and improving their behaviour. In addition, staff are trained in paired positive handling strategies, to be used only as a last resort. Staff can positively handle children and take them to a place of safety for the following reasons:

1. They are endangering themselves or others.
2. If they are destroying property.
3. If they are verbally aggressive and are distressing others.
4. If they are refusing to leave an area deemed unsuitable for calming.

**Outside the School Gates**

All staff adhere to these principles when supporting children with their behaviour outside the school gates: this covers the school’s response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. All staff and pupils are aware that this policy can be applied in these circumstances and this is outlined in the Home-School Agreement.

**OUTCOMES**

Adherence to this policy will promote the caring ethos of the school and ensure that behaviour systems throughout the school are consistent, rigorous and fair.