



Relationships and Behaviour Protocols

Name of school: Beanfield Primary School

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Values and vision statement

Brooke Weston Trust is committed to ensuring that all children understand how to behave in a pro-social manner and understand their social responsibility, both in and out of class and in the wider community. Children are intrinsically motivated to behave in a pro-social way, can self-regulate and support others to regulate themselves. All staff will apply this policy as though it were a job description.

Beanfield Primary School has a therapeutic approach to behaviour management which is underpinned by the Cambridgeshire Therapeutic Thinking approach.

At Beanfield Primary School, we firmly believe that

‘You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.’ (Pam Leo)

Our policy prioritises the pro-social experiences and feelings of everyone within the dynamic (school community) and all adults model therapeutic practices with all children, other adults in the school and parents.

Children learn best when they feel safe, liked and respected and know that they belong.

Pro-social behaviour

Definition	<p>Pro-social behaviour is positive, helpful, and values social acceptance.</p> <p>Children need to receive consistent, positive encouragement to motivate and maintain pro-social behaviour.</p> <p>It is the responsibility of ALL staff to promote and consolidate these behaviours for ALL pupils within the school.</p> <p>The most effective encouragement is often simple, meaningful, specific verbal praise that is delivered to pupils and relates to our school expectations.</p>
Examples	<ul style="list-style-type: none"> consistently showing the school values always saying “please” and “thank you” holding the door open for others sharing with others supporting a peer without prompting going above and beyond expectations
Staff must :	<ul style="list-style-type: none"> when using praise as a motivator, deliver it non-comparatively and sensitively, whilst being aware that it may make some children feel uncomfortable.
Staff may :	<ul style="list-style-type: none"> send home praise postcards, make a telephone call, or send an email to share and celebrate with parents/carers a pupil’s pro-social behaviour. say something similar to ‘well done to all of those who are sitting, ready to listen’, rather than singling out individual children.
Staff must not :	<ul style="list-style-type: none"> use stickers as a bribe (‘If you do this, you can have a sticker’). Stickers may however be used as an unexpected reward to celebrate success. publicly categorise children’s behaviour or learning in a visual way – e.g., rainclouds, sad/happy faces, traffic lights, Dojos.

In Beanfield Primary School, this fits with our school code of behaviour.

Principle	Expectations	Rationale
Be Respectful	<ul style="list-style-type: none"> Say please and thank you Hold doors open for adults Talk kindly to other pupils Say good morning/ afternoon to adults 	Know that if you respect someone, you have a good opinion of their character or ideas.
Be Responsible	<ul style="list-style-type: none"> Coming into school in the correct school uniform or correct PE kit Completing homework on time Remembering to bring equipment to school Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry 	Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.
Be Ready to Learn	<ul style="list-style-type: none"> Sitting still Listening carefully to the teacher Giving the teacher 100% of your attention Working hard on tasks given Being in the right place at the right time 	Know that being ready to learn means you are in the correct mindset to learn.
Fantastic Walking	This means that we <ul style="list-style-type: none"> Facing forwards Single file Hands in front Walking at a steady pace In a straight line On the left In a sensible, quiet manner 	This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other. Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.
Fantastic Listening	This means that we <ul style="list-style-type: none"> Face forwards, hands together Always sit up straight Never interrupt Track the speaker 	Know that we all do Fantastic Listening to ensure everybody is able to learn without distractions.

Supporting all learners

At Beanfield Primary School all children are supported to be successful learners through the provision of work that is differentiated according to their level of need. Likewise, where a need is identified, some children require additional support to maintain pro-social behaviours as low-level behaviours/reactions may begin to become evident. Children, with identified SEN needs, may need to have consequences adjusted to suit emotional and behaviour needs. This can be discussed with the SEN team / Behaviour team in school.

To ensure a balanced picture of all behaviour we will log pro-social and anti-social behaviours. At Beanfield Primary School we will use Class Dojo and Pupil Asset to log pro-social, anti-social and unsocial behaviour.

Children who exhibit internalising behaviour

Definition	Internalising behaviour is when a child exhibits not enjoying or needing to behave sociably in the company of others, <u>but not to the detriment of others</u> . This behaviour must not be seen as difficult or dangerous. This includes quiet communication of anti-social feelings. Unsocial behaviour is usually displayed by those who internalise their feelings.
Examples	<ul style="list-style-type: none"> • disengagement • quiet refusal to complete work • desire to work outside the classroom • wanting to work/play alone • not willing to take part in group activities • not wanting to be the focus of people's attention.
Staff must :	<ul style="list-style-type: none"> • be aware of children who regularly display unsocial behaviours • respect the child's choices and personality • allow the child space • offer to talk to them 1:1.
Staff must not :	<ul style="list-style-type: none"> • force a child to engage with an activity • apply a sanction • publicly draw attention to the unsocial behaviour.
Staff may :	<ul style="list-style-type: none"> • facilitate and make adaptation to support their inclusion in an activity, if the child wishes.

In relation to 'missed work', educational consequences should be individualised for the pupil.

At Beanfield Primary School we group unsocial behaviour into thresholds with accompanying pathways. See table below.

A review of children who regularly display unsocial behaviour will take place and may result in further assessment by the SEND team.

Remember: these behaviours are not to the detriment of self or others (introverted behaviours)			
Example of behaviour (Thresholds)	Response to behaviour and consequence (Pathways)		
	Response	Recorded where?	Parental contact made?
<ul style="list-style-type: none"> • Sitting alone • Head on desk • Not wanting to speak in front of other in class/assembly • Head on desk • Not wanting to work with others • Reluctance to raise hand to ask or answer questions • Not joining in social activities • Not engaging in lessons • Looking around • Daydreaming • Doodling • Sitting under the table 	<p>Notice the behaviour but continue with activity.</p> <p>Privately check in with child.</p> <p>How can I help you?</p> <p>Over time, how can we upskill them to participate at their pace?</p> <p>'When you're ready, come in and join in with the activity.'</p> <p>If behaviour escalates (but is unlikely to become dangerous), then 'ride the wave'.</p> <p>Can they do the activity from where they are?</p>	Written log to check patterns	Only if behaviour becomes detrimental to theirs or others learning.

Anti-social behaviour

Anti-social behaviour is behaviour that causes harm to or has a negative impact on an individual, a group, the community or the environment.

Anti-social behaviours are classed as either **difficult** or **dangerous** and should carry an educational consequence and when appropriate a protective consequence.

	<u>Difficult Behaviours</u>	<u>Dangerous Behaviours</u>
Definition	Difficult behaviour is that which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'. Difficult behaviour at its most extreme may lead to continual disruption to learning.	Dangerous behaviours are those which are anti-social and will predictably result in imminent injury; physical or emotional harm to self or others; damage to property; or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising because of Jane's kicking, which happens on a daily basis'.
Examples	<ul style="list-style-type: none"> • Repeated shouting out • Repeatedly distracting other learners • Refusal • Swearing or name calling • Poking, prodding – physical behaviour intended to distract or annoy rather than harm • Stealing 	<ul style="list-style-type: none"> • Physical aggression with intent to harm others (punching, kicking, hitting, biting, spitting, shoving) • Physical aggression with intent to damage property • Intimidation – behaviour that intends to belittle or undermine others or make them feel frightened • Harmful sexual behaviour that is developmentally inappropriate and is harmful and abusive. This could be technology-assisted • Bringing weapons or items intended to be used as weapons into school • Understood and intended discrimination
Staff must :	<ul style="list-style-type: none"> • keep calm and not take what is being said or done personally • give children choice but they are led by the adult (I can see that you are feeling frustrated. Would you like to talk here or in the classroom?) • use a measured voice – without shouting • de-escalate and disempower the situation through positive phrasing: 'I'm here to help, when you are ready' • 'You can listen from there' • 'Put the pen on the table Tom, thank you!' • only talk to the child when they (and staff) are emotionally regulated. 	<ul style="list-style-type: none"> • remain calm and not take the situation personally • secure the safety of everyone in the vicinity of the situation – put people before buildings and possessions • seek assistance from another member of staff following Beanfield Primary School's pathways as per tables below • recognise that they may not be the best person to deal with a situation • not intervene in situations unless requested • use positive phrasing to try and de-escalate a situation – use Beanfield Primary School pre-determined script • allow the situation to be managed by the behaviour lead.

Consequences

	Protective Consequences	Educational Consequences
Definition	A protective consequence is a short-term removal of a freedom to manage the risk of harm that results from dangerous behaviours.	An educational consequence goes alongside the protective consequence and is the learning, rehearsing or teaching so that the freedom can be returned.
Examples	<ul style="list-style-type: none"> Limited access to outside space (indoor playtime or playtime in a restricted environment e.g. quad or Nurture play area) Increased staff ratios Escorted in social situations Restricted offsite activities (trips) Differentiated teaching space Differentiated resources Meaningful conversations (restorative justice) 	<ul style="list-style-type: none"> Adult will support children by modelling and practising expected behaviours Learning the relevance of and completing tasks in 'own time' or at home if a conscious choice to not do in school Assisting with or planning for repairs Educational opportunities to increase understanding such as ELSA programmes, or social groups for turn taking in play and acceptance of losing Learning opportunities around identified need e.g., diversity

The most valuable consequence above any other is a calm and meaningful conversation with a pupil to explore reasons and motives for behaviours and show understanding as well as search for a solution going forward.

Any protective consequence **must** be outcome-limited, not time-limited and only in place as long as is needed for the educational consequence to be successful. Protective consequences **must** be returned incrementally. Protective and educational consequences **must** be a logical result or outcome of something occurring earlier.

Incorrect example: *You continually shouted out in maths so **obviously** you cannot go out at break.*

Correct example: *You would not get out of the pool when asked yesterday and so **obviously** cannot go swimming until you have demonstrated you will follow instructions to leave the pool when asked.*

When a persistent behaviour is identified as *conscious*, the educational consequence **must** be in place for as long as the educational consequence is needed. The freedom should be returned incrementally and only when a pupil is able to demonstrate the required pro-social behaviour consistently. The educational consequence should be in place alongside analysis of the reasons behind the behaviour so that they can be addressed.

Refection room

We use reflection room as a protective consequence. Should any child be sent to reflection room, this is recorded on Pupil Asset. The length of time spent in reflection is determined by our behaviour classifications or by a member of the senior leadership team. In the event that a child is absent during time set out for reflection, the reflection time will re-commence upon the child's return to school. Consideration to this will be given if reflection room spans over a half term holiday.

Difficult behaviours

We have outlined a suggestion of who should deal with incidents however schools will need to adapt this for their own setting/approach.

Behaviours and Sanctions Classification	
Step 1	Sanction – Class Teacher
Difficult behaviours <ul style="list-style-type: none"> Wandering around classroom Crying and inappropriate noises made with the aim of distracting and disturbing learning Repeatedly swinging on chair (no known sensory issues) Calling out after reminders Fiddling with equipment (no known sensory issues) Talking over others Unintentional spitting Unintentional swearing 	Non-Verbal Non-verbal gesture, such as an enquiring or curious look, perhaps a small shake of the head to show the behaviour has been noticed Verbal Private, verbal reminder of expected behaviour, given at child's level Persistent Step 1 Private/discreet 'I think we need to talk at break/lunch'

Behaviours and Sanctions Classification	
Step 2	Sanction – Class Teacher
Difficult behaviours <ul style="list-style-type: none"> Continued persistence of Step One behaviours Unintentionally throwing equipment or upturning furniture where there is no risk of harm Arguing with peers Climbing under a table (Non SEN related) Repeatedly calling out Continual talking Rough play/playfighting Throwing or vandalising work when heightened 	Educational Consequence <ul style="list-style-type: none"> What does this pupil need to learn in terms of behaviour and how am I going to teach them? 1:1 therapeutic discussion to unpick what happened (Restorative conversation prompt) Decide whether this seems like a one-off with resolution, or whether a plan of action needs to be temporarily put in place (If in doubt, email relevant behaviour@) Protective Consequence If behaviour has become detrimental to the learning of others, consider short periods of time away from the classroom (i.e. buddy class, sensory walk, distractive task) Action <ul style="list-style-type: none"> Recorded on Pupil Asset. Professional judgement on whether to inform parents at the end of the day – conversation recorded under Pupil Asset as a 0.

Behaviours and Sanctions Classification	
Step 3	Sanction – Class teacher
Difficult behaviours <ul style="list-style-type: none"> Continued persistence of Step Two behaviours Disruption in lessons or in corridor between lessons (i.e. continually shouting) Continual refusal to follow adult instructions Leaving classroom without permission Non-completion of classwork Damaging equipment or property on purpose/Intentionally throwing/vandalising work Not returning to the classroom after a break Intentional untargeted swearing, racism, homophobia 	Educational Consequence <ul style="list-style-type: none"> 1:1 therapeutic discussion to unpick what happened (Restorative conversation prompt) Decide whether this seems like a one-off with resolution, or whether a plan of action needs to be temporarily put in place (If in doubt, email relevant behaviour@) What does this pupil need to learn in terms of behaviour and how am I going to teach them? Protective Consequence <p>If behaviour has become detrimental to the learning of others, consider short periods of time away from the classroom (i.e. buddy class, sensory walk, distractive task)</p> Action <ul style="list-style-type: none"> Recorded on Pupil Asset. Professional judgement on whether to inform parents at the end of the day – conversation recorded under Pupil Asset as a 0.

Dangerous behaviours

In certain incidents of dangerous behaviours (Step 6) a thorough investigation is to be completed by a member of SLT. An investigation may involve:

- Child voice
- Staff Voice
- Victim Voice
- Witness Voice
- View CCTV (if available)
- Chronology of events
- Previous behaviour records
- If relevant – Parent to be spoken with

Behaviours and Sanctions Classification	
Step 4	Sanction – Year Group/Phase Leader
Difficult behaviours <ul style="list-style-type: none"> • Continued persistence of Step Three behaviour(s) • Graffiti • Repeatedly leaving the classroom without permission • Name calling and being unkind to peers • Aggressively shouting/Rudeness to adults or peers • Intentionally annoying others causing significant disruption to the learning of others including poking, distracting them, preventing them from accessing equipment 	Educational Consequence <ul style="list-style-type: none"> • Where behaviour is not visibly heightened, consistently continue with verbal reminders • 1:1 therapeutic discussion to unpick what happened (Restorative conversation prompt) • Decide whether this seems like a one-off with resolution, or whether a plan of action needs to be temporarily put in place (If in doubt, email relevant behaviour@) • What does this pupil need to learn in terms of behaviour and how am I going to teach them?
Dangerous behaviours <ul style="list-style-type: none"> • Repeated non-compliance/breaches of school rules resulting in risk of harm • Intentional vandalism of property requiring funding to repair • Running away from adults on school property • Theft from a child or adult 	Protective Consequence Instigate protective consequences alongside educational consequences (Reflection room 1 full day – break + full lunch) Action <ul style="list-style-type: none"> • Record on Pupil Asset • Parents to be informed – Year group lead/Phase leader to liaise on who to contact parents. Communication recorded under Pupil Asset as a 0.

Behaviours and Sanctions Classification	
Step 5	Sanction – Behaviour@
Difficult behaviours <ul style="list-style-type: none"> Continued persistence of Step Four behaviour(s) Intentionally spitting at someone Intentional hate language (e.g., racism, homophobia) Swearing directly to insult an adult or child Repeated intentional disruption in class Dangerous behaviours <ul style="list-style-type: none"> Climbing on school property, endangering self or others Leaving school site Running away from adults outside of school property 	Educational Consequence <ul style="list-style-type: none"> Where behaviour is not visibly heightened, consistently continue with verbal reminders 1:1 therapeutic discussion to unpick what happened (Restorative conversation prompt) Decide whether this seems like a one-off with resolution, or whether a plan of action needs to be temporarily put in place (If in doubt, email relevant behaviour@) What does this pupil need to learn in terms of behaviour and how am I going to teach them? Protective Consequence <p>Email relevant behaviour@ to decide protective consequences alongside educational consequences (Behaviour@ to determine length in reflection room)</p> Action <ul style="list-style-type: none"> Email relevant behaviour@ group Record on Pupil Asset Parents to be informed – Behaviour@ to liaise on who to contact parents. Communication recorded under Pupil Asset as a 0.

Behaviours and Sanctions Classification	
Step 6	Sanction –Head Teacher/Behaviour Manager
Difficult Behaviours <ul style="list-style-type: none"> Continuation of Step 5 behaviours. Dangerous Behaviours <ul style="list-style-type: none"> Intentional, targeted hate language (e.g., racism, homophobia) Bullying peers or staff Throwing furniture with intent to harm Physical aggression with the intent to damage property Physical assault against a child or adult, including hitting, kicking and biting Articles either potentially or likely to be used as a weapon Possession of prohibited items Smoking or vaping on school premises 	Educational Consequence <ul style="list-style-type: none"> 1:1 therapeutic discussion to unpick what happened (Restorative conversation prompt) What does this pupil need to learn in terms of behaviour and how am I going to teach them? Behaviour lead to determine appropriate educational consequence Protective Consequence <p>Email relevant behaviour@ to decide protective consequences alongside educational consequences (SLT member in discussion with HT/BM to determine consequence e.g. reflection room length/suspension)</p> Action <ul style="list-style-type: none"> Email relevant behaviour@ group – this will be assigned to a member of SLT to investigate/contact parents

Unforeseeable behaviour

There may be times when unforeseeable behaviours occur. These are behaviours not covered by policy, never previously experienced, or so historic we believed they would never reoccur. In these circumstances an immediate dynamic risk assessment should be made. If dangerous, a senior leader should be informed immediately. If weapons are involved or there is threat to life, emergency services should be called and the building evacuated as necessary. Policy should then be adapted to cover the behaviour in the future if likely to reoccur, or an individual risk reduction plan formulated for the pupil involved.

Restorative approach

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Restorative practice should include a clear line of questioning and carefully thought given to who will carry out the conversation.

A restorative conversation **must** be carried out privately either 1:1 or with the group of pupils involved. It should not be the 'next available adult' but someone with whom the pupil has a good relationship. The child and adult **must** be regulated enough to engage in the discussion.

When unpicking an incident, staff **must** ask the following questions of themselves:

- Is the behaviour difficult or dangerous?
- How severe is the risk of harm from the behaviour?
- Is the behaviour conscious or subconscious?
- How have my actions or words contributed to the escalation of the situation?

1. What happened?	Listen carefully without interrupting or disagreeing. If the pupil does not answer, the adult should state what they observed: e.g. 'You hit him on the back of the head – tell me more about that.'; 'I can see you were angry – tell me more about that.' Summarise what they have said back to them and offer empathy: 'I can see why you did that.'
2. What were you thinking at the time/how were you feeling?	Help the pupil to consider their actions and replay thought processes. Adult to help them to express how they are feeling by giving them a scale: 'On a scale of 1-10, how angry were you?'. Offer empathy and understanding: 'I can understand why you were feeling angry, I would have been too.'
3. Who has been affected/how did this make other people feel?	Makes the pupil realise that their actions may have impacted on others (they might not have realised at the time). Encourage them to look at the bigger picture: 'What about Mrs ...?'; 'What did you want ... to feel when you said that?'; 'What about ... who doesn't like loud noises?'
4. What should we do to put things right? How can I help you?	Let the child lead that discussion and offer the child support – would they like to do that on their own, or with an adult? Check in with the child later. Consider role playing with the child what that apology might look like, including what might happen if things do not go as planned. Do not demand that they say 'sorry' if the pupil does not offer it as a solution – a forced 'sorry' is worthless. Instead, talk about making an apology. The pupil needs to recognise what happened and how another person feels. They should understand that harm was done and want to repair that harm.
5. How can we do things differently in the future? What might help?	Discuss/make suggestions how to deal with the situation in a better way next time.

Communication with parents/carers

When communicating with parents, a summary of the incident will be shared, along with any protective or educational consequences delivered to their child. Staff **must not** share information about other children involved such as their name and the consequences that they have received. Staff will reassure parents that other children have been dealt with in line with our behaviour policy.

If parents ask about other children's provision or responses to other children's behaviour staff **must** use the following script:

'We are unable to discuss the plans, provision or differentiation used with any child or children other than your own. But I can reassure you that we are following our school relationships and behaviour protocols for all parties involved.'

Then direct the parent to write to or e-mail the office to make an appointment to discuss any concerns or worries they have for their child's welfare or provision. All discussions about policy and practice, plans and procedures are best conducted with a degree of privacy when time has been made to prioritise listening and recording parental concerns.

Suspension/Permanent Exclusions

The DfE guidance (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement May 2023) states that a suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where the behaviour amounts to a serious breach of the behaviour policy or amounts to persistent breaches of that policy, the Principal/Associate Principal may decide to suspend/permanently exclude the student from the Academy. This will be handled in line with the DfE guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023).

Within Brooke Weston Trust, suspensions will also be considered when time is needed to change the environment and provision a pupil is coming back to, including location, teaching staff, peers and curriculum. The length of time and adaptations needed will be determined on a case-by-case basis.

Internal isolations **may** be used for a short period of time as a protective consequence, when a pupil's behaviour is dangerous or persistently disruptive. Staff **must** monitor the safety of this pupil, but other staff **must not** engage in conversation with them, other than to support their learning or engage in a therapeutic conversation. The educational consequence **must** be put in place at the right time as part of this process.

When respite is required for the pupil, staff or other pupils, that child will spend a fixed amount of time in a different location such as a partner class. Staff within that location **must not** pass judgement on the pupil but **must** check in with the pupil periodically.

For further information about exclusions, please see the Trust's Exclusion Policy.