



Relationships and Behaviour Protocols

Name of school: Gretton Primary Academy

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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.

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

At Gretton Primary Academy, 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	Pro-social behaviour is positive, helpful, and values social acceptance. Children need to receive consistent, positive encouragement to motivate and maintain pro-social behaviour. It is the responsibility of ALL staff to promote and consolidate these behaviours for ALL pupils within the school. The most effective encouragement is often simple, meaningful, specific verbal praise that is delivered to pupils and relates to our school expectations.
Examples	<ul style="list-style-type: none"> <li>consistently showing the school values</li> <li>always saying “please” and “thank you”</li> <li>holding the door open for others</li> <li>sharing with others</li> <li>supporting a peer without prompting</li> <li>going above and beyond expectations</li> </ul>
Staff <b>must</b> :	<ul style="list-style-type: none"> <li>when using praise as a motivator, deliver it non-comparatively and sensitively, whilst being aware that it may make some children feel uncomfortable.</li> </ul>
Staff <b>may</b> :	<ul style="list-style-type: none"> <li>speak to parents at the end of the day or make a telephone call to share and celebrate a pupil’s pro-social behaviour.</li> <li>say something similar to ‘well done to all of those who are sitting, ready to listen’, rather than singling out individual children.</li> </ul>
Staff <b>must not</b> :	<ul style="list-style-type: none"> <li>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. (“I’m going to give you a sticker because you held that door open without being asked.”)</li> <li>publicly categorise children’s behaviour or learning in a visual way – e.g., rainclouds, sad/happy faces, traffic lights.</li> </ul>

At Gretton Primary Academy we expected children to be Ready, Respectful and Safe. This fits with our school our Gretton Goals and our school code of behaviour.

Rule	Expectations	Rationale
Ready	<ul style="list-style-type: none"> <li>Children should arrive at school on time wearing the correct school uniform or P.E. kit as relevant for each day</li> <li>Children should ensure that they have the correct books, such as reading record, reading book and spelling book, in school on the correct days</li> </ul>	Children need to be dressed and equipped appropriately for the lessons that are timetabled and arrive at school in good time so they can make a positive start to their day.
Respectful	<ul style="list-style-type: none"> <li>Children are expected to follow our Gretton Goals as part of our school community</li> <li>Children are expected to show respect for themselves and each other through listening to their all adults and their peers and taking turns in conversation</li> <li>Be kind with your words – talk to others as you would like to be talk to</li> </ul>	Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them. Respect in your relationships builds feelings of trust, safety, and wellbeing.
Safe	<ul style="list-style-type: none"> <li>Follow rules and instructions</li> <li>Walk around the school in a calm, quiet manner</li> <li>Use equipment correctly and safely</li> <li>Be in the right place, at the right time</li> <li>Safe, respectful and co-operative play</li> </ul>	Safe means that you are not going to hurt yourself or others by your actions and words.

### Supporting all learners

At Gretton Primary Academy 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. These low-level behaviours could include:

Behaviour(s)	Pathways
<ul style="list-style-type: none"> <li>Calling out rather than waiting their turn</li> <li>Talking at inappropriate times</li> <li>Tapping equipment or feet</li> <li>Fidgeting</li> <li>Fiddling with equipment</li> <li>Standing up and wandering around</li> </ul>	<ul style="list-style-type: none"> <li>CT/TA should privately address the problem asking the child to stop</li> <li>Relate their behaviour back to the pro-social behaviour that we would expect</li> <li>Use positive instructional language</li> <li>If the behaviour continues, CT/TA should observe for the rest of the session to see if there are any patterns which could identify an unmet need</li> <li>Conduct a restorative conversation at the end of the session in private</li> </ul>

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, <b>but not to the detriment of others</b> . 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"> <li>• disengagement</li> <li>• quiet refusal to complete work</li> <li>• desire to work outside the classroom</li> <li>• wanting to work/play alone</li> <li>• not willing to take part in group activities</li> <li>• not wanting to be the focus of people's attention.</li> </ul>
Staff <b>must</b> :	<ul style="list-style-type: none"> <li>• be aware of children who regularly display unsocial behaviours</li> <li>• respect the child's choices and personality</li> <li>• allow the child space</li> <li>• offer to talk to them 1:1.</li> </ul>
Staff <b>must not</b> :	<ul style="list-style-type: none"> <li>• force a child to engage with an activity, but should positively encourage in line with knowledge of the child</li> <li>• apply a sanction</li> <li>• publicly draw attention to the unsocial behaviour.</li> </ul>
Staff <b>may</b> :	<ul style="list-style-type: none"> <li>• facilitate and make adaptation to support their inclusion in an activity, if the child wishes.</li> </ul>

In relation to 'missed work', educational consequences should be that children complete their work in their own time at break or lunch time. To ensure that a consequence is educational rather than a sanction, use the word 'obviously'.

For example: You missed an important part of our lesson so **obviously**, we will need to catch this up as soon as possible, as well as working out the reason behind what happened.

Remember: these behaviours are not to the detriment of self or others (introverted behaviours)			
Example of behaviour	Response to behaviour and consequence		
	Response	Recorded where?	Parental contact made?
<ul style="list-style-type: none"> <li>• Sitting alone</li> <li>• Head on desk</li> <li>• Not wanting to speak in front of other in class/assembly</li> <li>• Not wanting to work with others</li> <li>• Reluctance to raise hand to ask or answer questions</li> <li>• Not joining in social activities</li> <li>• Looking around</li> <li>• Daydreaming</li> <li>• Doodling</li> <li>• Sitting under the table</li> </ul>	<p>Notice the behaviour but continue with activity.</p> <p>Privately check in with child. 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>	CPOMS	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	<b>Difficult</b> 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.	<b>Dangerous</b> 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"> <li>• Repeated shouting out</li> <li>• Repeatedly distracting other learners</li> <li>• Refusal</li> <li>• Swearing or name calling</li> <li>• Poking, prodding – physical behaviour intended to distract or annoy rather than harm</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Physical aggression with intent to harm others (punching, kicking, hitting, biting, spitting, shoving)</li> <li>• Physical aggression with intent to damage property</li> <li>• Intimidation – behaviour that intends to belittle or undermine others or make them feel frightened</li> <li>• Harmful sexual behaviour that is developmentally inappropriate and is harmful and abusive. This could be technology-assisted</li> <li>• Bringing weapons or items intended to be used as weapons into school</li> <li>• Understood and intended discrimination</li> </ul>
Staff <b>must:</b>	<ul style="list-style-type: none"> <li>• Keep calm and not take what is being said or done personally</li> <li>• 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?)</li> <li>• Use a measured voice – without shouting</li> <li>• De-escalate and disempower the situation through positive phrasing:</li> <li>• 'I'm here to help, when you are ready'</li> <li>• 'You can listen from there'</li> <li>• 'Put the pen on the table Tom, thank you.'</li> <li>• Only talk to the child when they (and staff) are emotionally regulated.</li> </ul>	<ul style="list-style-type: none"> <li>• Remain calm and not take the situation personally</li> <li>• Secure the safety of everyone in the vicinity of the situation – put people before buildings and possessions</li> <li>• Seek assistance from another member of staff following Gretton Primary Academy's pathways as per tables below</li> <li>• Recognise that they may not be the best person to deal with a situation</li> <li>• <b>Not</b> intervene in situations unless requested</li> <li>• Use positive phrasing to try and de-escalate a situation – use Gretton Primary Academy pre-determined script</li> <li>• Allow the situation to be managed by the behaviour lead.</li> </ul>

Consequences

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

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.

Difficult behaviours

Examples of behaviour	Responses	Responsible/ Contact/Recording
<ul style="list-style-type: none"> <li>Wandering around classroom</li> <li>Crying and inappropriate noises made with the aim of distracting and disturbing learning</li> <li>Repeatedly swinging on chair (no known sensory issues)</li> <li>Calling out after reminders</li> <li>Fiddling with equipment (no known sensory issues)</li> <li>Talking over others</li> <li>Unintentional spitting</li> <li>Unintentional swearing</li> </ul>	<ul style="list-style-type: none"> <li>Non-verbal gesture, such as an enquiring or curious look, perhaps a small shake of the head to show the behaviour has been noticed</li> <li>Private, verbal reminder of expected behaviour, given at child's level</li> <li>Private/discreet 'I think we need to talk at break/lunch'</li> </ul>	<ul style="list-style-type: none"> <li>Class Staff</li> <li>Midday Assistants</li> <li>Parents not informed</li> <li>School specific recording</li> </ul>
<ul style="list-style-type: none"> <li>Unintentionally throwing equipment or upturning furniture where there is no risk of harm</li> <li>Arguing with peers</li> <li>Climbing under a table (ride the wave has not worked)</li> <li>Repeatedly calling out</li> <li>Continual talking/shouting</li> <li>Rough play/play-fighting</li> <li>Throwing or vandalising work when heightened</li> <li>Non-completion of classwork</li> <li>Disruption in lessons or in corridor between lessons</li> <li>Leaving classroom without permission</li> <li>Intentional untargeted swearing</li> <li>Name calling and being unkind to peers</li> </ul>	<ul style="list-style-type: none"> <li>Consider context</li> <li>Where behaviour is not visibly heightened, consistently continue with non-verbal gesture, verbal reminder and 'quick chats'</li> <li>Educational consequence if behaviour persists</li> </ul>	<ul style="list-style-type: none"> <li>Class Staff</li> <li>Midday Assistants</li> <li>Parents informed informally at collection or by phone</li> <li>Recording on CPOMS</li> </ul>
<ul style="list-style-type: none"> <li>Conflict caused by social media and online behaviours</li> <li>Continual refusal to follow adult instructions</li> <li>Graffiti of school buildings</li> <li>Repeatedly leaving the classroom without permission</li> <li>Rudeness to staff or peers</li> </ul>	<ul style="list-style-type: none"> <li>As above then</li> <li>When frequency or severity reach threshold, send pupil for short-term, time-bound respite to a partner class</li> </ul>	<ul style="list-style-type: none"> <li>Principal or a member of SLT in the Principal's absence</li> <li>Parents informed and a formal discussion around the incident with agreed actions to move forward takes place.</li> <li>Recording on CPOMS</li> </ul>
<ul style="list-style-type: none"> <li>Intentionally spitting at someone</li> <li>Hate language – unintentional and intentional (e.g., racism, homophobia)</li> <li>Swearing directly to insult an adult or child</li> <li>Repeated intentional disruption in class</li> <li>Theft from a child or adult</li> </ul>	<ul style="list-style-type: none"> <li>Instigate protective consequences alongside educational consequences</li> <li>Consider behaviour plan</li> </ul>	<ul style="list-style-type: none"> <li>Principal or a member of SLT in the Principal's absence</li> <li>Parents informed and a formal discussion around the incident with agreed actions to move forward takes place.</li> <li>Recording on CPOMS</li> </ul>

## Dangerous behaviours

In all incidents of dangerous behaviour 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
- CORDS toolkit

A “Team Around the Child” meeting will be undertaken to share and determine next steps. Parents must always be informed of the incident and course of action.

Examples of behaviour	Responses	Consequences	
		Educational consequence	Protective consequence
<i>Please refer to Behaviour Milestones to determine severity of behaviour in relation to child's age</i>			
<ul style="list-style-type: none"> <li>• Repeated non-compliance of requests from staff to keep the child safe</li> <li>• Repeated breaches of school expectations resulting in risk of harm</li> <li>• Intentional vandalism/ physical aggression to property requiring funding to repair</li> <li>• Climbing on school property, endangering self or others</li> <li>• Bullying peers or staff</li> <li>• Throwing furniture/items with intent to harm</li> <li>• Physical assault against a child or adult, including hitting, kicking and biting</li> <li>• Articles either potentially or likely to be used as a weapon</li> <li>• Possession of prohibited items</li> <li>• Smoking or vaping on school premises</li> </ul>	<ul style="list-style-type: none"> <li>• Deescalate the situation with therapeutic language and strategies</li> <li>• Seek support if needed (Key adult, colleague, SLT)</li> <li>• Remove class</li> <li>• Withdraw child from situation to a safe place without physical intervention unless there is no other way</li> </ul>	<ul style="list-style-type: none"> <li>• Zones of Regulation</li> <li>• Social Stories</li> <li>• PSHE curriculum</li> <li>• Learning the relevance of and completing tasks in ‘own time’ or at home if a conscious choice to not do in school</li> <li>• Assisting with or planning for repairs</li> <li>• Educational opportunities to increase understanding such as ELSA programmes, or social groups for turn taking in play and acceptance of losing</li> <li>• Learning opportunities around identified need e.g., diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Risk Assessment completed</li> <li>• Review staff ratios and implement additional support if needed/or able to</li> <li>• Ongoing support for all children involved in incident – debrief, wellbeing support</li> <li>• Adaptations to timetables, playground zones and rotas to separate parties</li> <li>• Change group dynamics</li> <li>• Use of individual teaching space for the implementation of educational consequence – initially and then revisited</li> <li>• Limited access to outside space (indoor playtime or playtime in a restricted environment e.g. quad or Nurture play area)</li> <li>• Escorted in social situations</li> <li>• Restricted offsite activities (trips)</li> <li>• Differentiated teaching space</li> <li>• Differentiated resources</li> <li>• Meaningful conversations (restorative justice)</li> <li>• Suspension/Permanent Exclusion</li> </ul>
<ul style="list-style-type: none"> <li>• Leaving school grounds</li> </ul>	See BWT Absconding Protocol		
<ul style="list-style-type: none"> <li>• Running away from adults whilst off school site</li> </ul>	See BWT Absconding Protocol		
<ul style="list-style-type: none"> <li>• Intentional, targeted hate language (e.g., racism, homophobia)</li> </ul>	Refer to BWT Protocol		



### 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.

### Exclusion

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 may decide to 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 seclusions/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. 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.