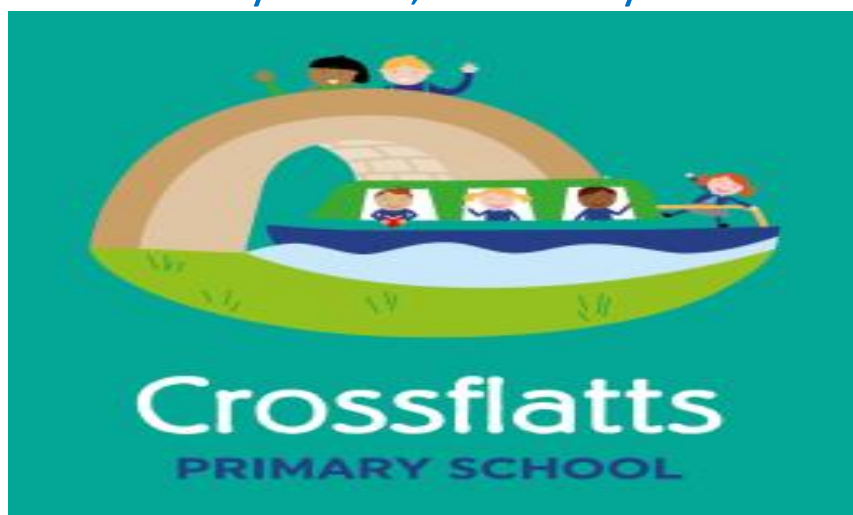


Our Relationship and Behaviour Policy

2022-2023

‘Come as you are, leave at your best’



‘We are a family who flourish and then learn how to fly high!’



Relationship Policy Crossflatts Primary School

Approved by the governing body on: 02/02/2023

To be reviewed: September 2025

Signed on behalf of the governing body: *Mary Morgan*

Regulate, Relate and Repair

Crossflatts Primary are committed to providing a broad, balanced and effective education for all the children who are part of our Crossflatts' family. We believe that meeting pupil's basic needs: by creating safe environments; forming strong and positive relationships; and developing a healthy self-esteem is key to cultivating good behaviour, good learning attitudes and to enabling our children to flourish and then fly! We expect all adults who work at Crossflatts Primary School to embrace this approach and to proactively support it. This approach is the responsibility of all staff throughout the school.

Our relationship policy is designed to:

- **Promote a positive climate and learning culture within school;**
- **Provide a safe school environment for all;**
- **Develop an understanding of what appropriate behaviours are;**
- **Define a framework for rewarding success and de-escalating negative behaviours;**
- **Promote self-esteem, self-regulation and positive relationships with all staff members;**
- **Involve parents/carers, pupils and staff in the application of this policy and establish strong communication.**

The expectation of adults is that they will:

- Invite children into their calm and not join them in their chaos.
- Offer equal amounts of challenge and support to work 'with' children.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Understand the children and the children know that we understand them.
- Recognise that all behaviour is communication and endeavour to translate this.
- Encourage children to communicate with their words because they feel safe.
- Provide clear rules, routines and boundaries for all children.
- Have consistently high expectations within individualised responses to challenging situations.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour
- Encourage, praise and actively listen to children.
- Regulate, relate and repair children using relationships and without 'punishment'.
- Work as a team to maintain high standards of behaviour within the school.
- Collaborate with the SENCO/Inclusion Support Workers in order to create personalised plans that enable children to thrive.
- Keep a record of all incidents of serious incidents and ensure that the Head teacher and parents/carers are informed within that same day using CPOMS software.
- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented.
- Reflect upon practice objectively, without judgement, in an attempt to reduce risk.
- Understand and implement restorative practice.

Praise and Celebration

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. We have worked with our children to develop our behaviour for learning descriptors.

<p>On-1</p> <ul style="list-style-type: none"> -Think before you do -Respect other people -Believe in yourself -Don't give up -Put the effort in -Using regulating strategies
<p>Off- 2</p> <ul style="list-style-type: none"> -Not giving my best effort -Disturbing others -Not listening -Not choosing the right time to talk - Disrespecting others and school property -Not using my regulation strategies

Adults in school recognise and verbally celebrating pupils' transition through school, we the time. Adults use specific appropriate behaviour in all Pupils can also share their Head teacher in order to receive A wide range of further rewards are also used to promote positive behaviours:

praise positive behaviour. By attitudes to learning, play and reinforce our expectations all of praise to instantly reward classes and shared spaces. special achievement with the a special 'Head teachers' award.

Positive Recognition	
Extrinsic	Intrinsic
Dojo Points Do-Jo Points are awarded to individuals with verbal praise for their high-quality learning in school or at home. They also promote collaboration and a sense of belonging to the Crossflatts Family.	<p>Smile Handshake High five Fist bump "Well done" "Your great" "Wow!" "That makes me feel really happy" "You are a valued member of this class"</p> <p>*Be mindful of children with low self-esteem; use subtle praise.</p>
Every fortnight two children from each year group will be given the opportunity to choose a book from the Crossflatts vending machine for demonstrating our school values. Once they have chosen a book they will then sit with a member of SLT to share their book.	
'Lunchtime Legends' Each week, lunchtime staff will choose pupils who have demonstrated desirable behaviour / shown an improvement in behaviour throughout the week and this is then celebrated in classes.	
Presentation Pen Each week a child from each class will be presented with a Crossflatts pencil or pen for improved presentation. This will be celebrated in a class assembly.	
Friday Freddo Each week a child from each class will be given a 'Friday Freddo' for their high-quality learning in school and demonstrating our core values. This will be celebrated in a class assembly.	
Attendance Every fortnight each child who has attendance of 96% or above for the two week period will be rewarded with a visit to the Crossflatts Attendance Kiosk Each term children who have attended for 100% of the time their names will go into a hat -a name will be pulled out of the hat and that child's family receive a national trust membership for the year.	

Celebration display – Family, Flourish, Fly

Each classroom will have a 'Family, Flourish, and Fly' display where they celebrate examples of children showing our core values. This will highlight the great stuff happening in the classroom, and with the children.

Challenging Behaviour Strategies & Consequences

As an inclusive school, Crossflatts Primary School acknowledges that children may display challenging behaviour. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs and circumstance (see Appendix 1). Therefore, any consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which

the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time. Where intervention is needed adults must ensure that it is reasonable, proportionate and necessary.

- Low level behaviours occur due to an unmet need.
- A child maybe trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.
- Defensive behaviours occur due to a breakdown in communication.
- A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support
- Defensive behaviours can tip into crisis very quickly.
- Crisis behaviours occur when a child has 'flipped their lid' their main priority here is survival
- If the child perceives a threat, they are likely to respond with fight, flight or freeze.

		2 Defensive		3 Crisis	
1 Anxiety					
Behaviour (No an exhaustive list)					
Rocking Tapping Swinging on chair Head on desk Sullen Calling out	Finding it hard to cooperate Inappropriate comments Failure to complete work Disrespect	Teasing Pushing Arguing Destroying work Running indoors Disrupting	Use of inappropriate language Disrespecting school equipment Not following instructions Leaving the classroom	Vandalism Physical assault Fighting Disrespectful to adults Racial abuse Bullying	Leaving the classroom or school grounds without permission.
Strategies					
<ul style="list-style-type: none">● Acknowledge all low level behaviours● Read the body language of the child● Consider you own body language● Invite the child into your calm don't join them in their chaos● Use child's name to engage● Use reflective language... "I can see that... I notice... I am wondering... I imagine."● Use empathy "I understand this is hard for you.... That must be really difficult."● Match affect – use a low tone of voice● Consider sensory regulation (deep pressure)● Remind children of the natural consequence to their behaviour.		<ul style="list-style-type: none">● Continue to use low level strategies if appropriate● "What should you be doing now?"● "Name, command, thank you"● Ask "what?" not "why?"● Give the child 2 choices (don't make these punitive, make them choices you are happy with)● Maintain high expectations and boundaries● Affect language... "when you...I feel... I need you to"● Remind children of school expectations● Ensure strong routines are in place● Use a sensory break for the whole class● Staff should use positive recognition to encourage and create a positive culture● Give time and space● Class reset● Restorative conversation● Think reflection not reprimand● Be curious● If the behaviour becomes unsafe respond as if it is a crisis behaviour		<ul style="list-style-type: none">● Change environment● The child will be taken back to class when safe enough to engage● Continue to use anxiety and defensive strategies● Support and closely supervise● Offer a safe space● Change face● All crises should be followed up with a restorative conversation with class staff/SLT/pastoral● Support for classroom staff to recover● Logical consequence	
Aim					
<ul style="list-style-type: none">● The purpose of these strategies is to ensure the child feels listened to heard and understood● We need to make the child feel safe enough to use their words		<ul style="list-style-type: none">● Remember that Children don't behave for systems; they communicate with people who connect, people who care.● Find a balance of challenge and support to prevent further escalation into crisis.		<ul style="list-style-type: none">● The priority in a crisis is to maintain safety and calm the situation.● Crisis situations may involve the removal of stressors.	
Consequences - learning					
Logical consequence - Putting right what has gone wrong = Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed'), restorative conversations. Logical consequences will only work when the child is ready.					

Consequences – break and lunch times

If a child becomes **unsafe**, they will be supported by a member of staff using the strategies above. If the staff cannot keep the child safe the child can be directed to the **designated room** to have time in with a member of SLT. During this time the children will reflect on their behaviour through the use of restorative practice. SLT will then make a decision whether the child is safe enough to return to the playground or finish lunch time in the **designated room**. The class teacher must be informed for them to gauge whether communication with the parent/carers is necessary and all incidents must be logged so that patterns in behaviour can be noticed by senior leaders.

A positive behaviour approach emphasises that most interactions are positive ones. Staff, at all times, focus on positive reinforcement and ensuring that pupils feel like valued members of our school community. In the event of persistent disruptive behaviours occurring, staff will discuss with parents/carers and senior Leaders in school to seek advice and take a proactive approach to reducing incidents as quickly as possible, before habits become established.

Persistent, Challenging Behaviour

Due to the complex needs and vulnerabilities of individual pupils, even after using relational strategies, challenging behaviours may still occur. Crossflatts Primary believes that relationships make the difference and understand that these take time to develop (see Appendix 2). Where instances of persistent, challenging behaviour occur reasonable adjustments will be made. In the event of persistent socially unacceptable behaviour, where reasonable adjustments and school interventions have not yet led to sustained improvement in behaviours, the SENCO - and where appropriate a member of SLT - may meet with parents to discuss the following pathways to success in school.

Positive Behaviour Plan (verbal)

Parents are required to support the school by attending a meeting to agree a 'Positive Behaviour Plan' for effectively managing challenging behaviour, together. The PBP is tiered and follows a graduated response - consisting of:

- **Individualised De-escalation Strategies** - bespoke to the individual children that are in line with Team Teaches 6 stages of crisis
- Actively discuss their expectations for their child's behaviour with their child and agreeing a mechanism for recognising their school conduct at home. – this may be a phone call or face to meeting.
- **Risk Assessment** - In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed.
- Exclusion for serious incidents for behaviours where there may have been or is likely to be significant harm or risk to pupils or staff. The school reserves the right to exclude any pupil for a fixed term without using the above consequence process.
- Internal exclusion can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of the Base Manager and Deputy Head Teacher / Head Teacher whether a pupil needs to be isolated, when, where and for how long. Pupils need to be sent with their work to complete and their parents are to be informed as soon as possible and no later than the end of the school day.
- Longer term internal exclusion will be used in discussion with parents where a child may be at risk of fixed term exclusion and requires time to reflect on their behaviours. The Base Manager must ensure where and when this will take place and ensure the provision for the pupil during the day.

Support systems and communication with parents.

Crossflatts will, where they see appropriate, verbally inform parents of their child's behaviour.

We regularly report to parents on their child's behaviour biannually through parents evening and additionally on their annual report stating their learning behaviours for the academic year.

Parents will be asked to support the school if needed in gathering information about their child and any involvement with Health and other professionals throughout their childhood..

Early Help Assessment

It is recommended that a referral for an Early Help Assessment (EHA) be made as soon as parents and/or school have concerns about a child's behaviour. Our Learning Mentor may be assigned to the family, and a successful EHA may involve a range of professionals at the invitation of parents and/or school. It is important at this stage for parents to be fully supported through open dialogue, clearly

defined strategies to be used consistently between home and school and possibly access to further short courses which develop the expertise which might be valuable.

Assessments, External Advice and Referrals

A range of assessment tools will be used to determine significant areas of SEN need, the outcomes of which may inform our next steps. Parents may be asked to give their consent for these assessments, the outcomes of which will be shared with parents as soon as possible. These assessments aim to identify factors underpinning persistent disruptive behaviours and may lead to planned intervention in school and further advice for home.

Crossflatts Primary may seek the advice of a wide range of external professionals, including Educational Psychologists, Occupational Therapists and colleagues from the Bradford Teaching and learning team, Positive Regard, SALT (Speech and Language Therapy) and SCIL (Social Communication & Interaction). The key purpose of this advice is to assist parents/carers and school staff in developing effective strategies and deepening their understanding of the child's needs. At this point also, the team - with the support of parents/carers - may wish to pursue a CAMHS referral or similar.

Provision

If, following external advice and strategies being implemented, persistent disruptive behaviours continue, consideration will be given to provision for the child in relation to the needs highlighted.

This may take the form of personalised provision and/or therapeutic support.

Partial Timetable

The Headteacher may, in exceptional circumstances, consider the use of a partial timetable.

Exclusion

Only the Headteacher can take the decision to exclude a pupil. A period of exclusion can either be for a fixed term (ranging from 0.5 days to 5 days) or permanent. The decision to exclude is not taken lightly and will be based on reducing risk. The aim of the exclusion is to enable staff the time required to formulate a plan to prevent future incidents. Pupils are not excluded Crossflatts Primary for a specific behaviour; each case is taken into consideration on an individual basis, with the child's circumstances and the viewpoints of staff included.

Provision of education for children excluded for a period exceeding 5 days

Crossflatts Primary School recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days fixed term. Where it is necessary to exclude a child for a longer period, the school will ensure that provision is offered to the child from the 6th day onward

Fair Access

If a parent / carer does not engage with the school in seeking to assist Senior Leaders in managing their child's challenging behaviour, or if the school feels that all strategies have been exhausted without success, the next stage in the process would be presenting the case for consideration at the Fair Access Panel. This may result in admission to an alternative school for a 'fresh start', and this move would be permanent.

We endeavour to ensure all children access the right level of support to be a success. We value working in close partnership with parents/carers and encourage parents to maintain a close working relationship with school. This may include accessing extended services to ensure that, together, every step is taken to provide for our children. Early intervention is key to success.

Allegations against school staff

Allegations against school staff and volunteers will be referred to the Headteacher to manage in accordance with the associated policy. Allegations of this nature will always be taken seriously, and a full investigation will take place as soon as possible after an allegation has been made. In the event that a child is found to have made a malicious accusation against school staff, parents will be asked to attend a meeting with the Headteacher to discuss the matter with their child.

DFE Guidance

This relationship and behaviour policy draws on reference throughout to the following DFE documents:

1. Exclusion from maintained schools, Academies and pupil referral units in England 2017;

2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
3. Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
4. Use of Reasonable Force in line with the positive handling policy;
5. Behaviour and Discipline in Schools;
6. Ensuring Good Behaviour in Schools;
7. DFE Dealing with allegations of abuse against teachers and other staff.
8. Sexual violence and sexual harassment between children in schools and colleges
9. Keeping Children Safe in Education

All documents should be read in conjunction with this policy. Crossflatts Primary reserves the right to apply the above DFE guidance and any future changes to statutory regulations in full.

Appendix 1

The Language of Choice – 3 steps to success.

Step 1 – Statement of reality (tell them what you see)

“Monty, you’re climbing over the fence.”

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

Step 2 – Describe the behaviour you want to see

“Monty, you need to collect the ball by using the gate – thank you.”

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

Step 3 – Statement of Choice

If they still do not do as you have requested, you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences, or the child will learn that you do not follow threats through).

“Monty, if you choose to climb over the fence then you are putting yourself at risk of harm and I will need to keep you safe. It’s your choice.”

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

Appendix 2

How to create supportive relationships		
Teach the child not the curriculum Believe in them Know their names Know something about them Show you're interested in them as people not just as students Smile frequently Be warm Unconditional positive regard Respect & support interests Do show and tell with adults and children Be real for your learners Be interested in them as people Consistently kind Say good morning Take a genuine interest in them Let them know a little about you Engage with them during break time Greet students as they arrive at the gate and classroom door End the day on a good note (no grudges) Care about them Banter (as long as you have trust) Have lunch with them Kick a football around the playground with them Skip with them Seek to understand rather than to blame Listen with the intent to understand rather than the intent to reply (S Covey)	Each day is a new day Earn respect rather than expect it Be authentic Don't take yourself seriously Care about their welfare Share your favourite film or band Make time or you'll make excuses Brag about them outrageously to others Every child needs a champion Never use sarcasm There is always more than one perspective Intention and attention is key Tone of voice is important Tell them your first name Talk about your own kids Share a pen or pencil Say goodbye at the end of the day Always preserve rewards Show interest in their interests Have a sense of humour Mutual respect Open communication Be approachable Be reflective Smile from your heart Pinch the occasional crisp (not the whole bag!) Catch them at their best Positive phone calls home Have high expectations	Don't take yourself too seriously Create a safe environment Develop and cultivate compassion Say the “hard things” The small things are the big stuff Ask questions Set boundaries Step in without being asked Know when to dial it back Give consistently, receive occasionally You create the weather in your classroom Mutual Respect Welcome diversity Be supportive Initiate conversations Honesty is key Follow through and do what you say you’ll do Compliment Say thanks Laugh Be present Be their biggest cheerleader Let go of the past Check in regularly Be willing to learn from each other Show Botherdness Remember important dates Don't judge Separate the behaviour from the person

Aim to learn something new about them each and every day	Show empathy (not sympathy) Look out for their sports teams results Actively listen and then listen some more	Treat them fairly Laugh with them Remember their birthday Learn to apologise
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