



Building Brighter Futures Together

Relationships and behaviour policy

Eastwood Community School believes that in order to facilitate effective, high quality teaching and learning opportunities for all, positive relationships are crucial. Positive social, learning and safety-conscious behaviours must be demonstrated in all aspects of school life by all.

Our school culture is positive, inclusive and non-discriminatory.

Differences are valued and respected, commonalities celebrated.

Bullying, harassment and violence are never tolerated and are actively challenged.

Eastwood's approach to relationship building and behaviour management is rooted in positive reinforcement. School rules are simple, regularly referenced and displayed clearly throughout school. Self-regulation is nurtured and expected; support is provided to those requiring additional support.

Our school policy operates within all legal and current frameworks and policies.

Written: March 2022

Due for review: September 2023

Care & Community:

To ensure nurturing relationships are at the forefront of our work to create a positive learning environment for all.

To ensure Eastwood works in partnership with external agencies for the benefit of our pupils.

- **Personal development** is a key component of our curriculum. We teach, nurture and role model positive relationships appropriate behaviours through our day to day activities as well as specific lessons.
- **Self-regulation** is expected, supported and taught from entry to school by all staff. Pupils are encouraged to take responsibility for their own actions, to accept when they have made a mistake and to keep in control of their language use and behaviours when interacting with others.
- **Pastoral support** is provided through our Family Centre and pastoral team on an individual, personalised basis following referral to the Family Centre manager or SENDCo.
- **SEMH Mental health support and counselling** is provided through our Family Centre and pastoral team on an individual, bespoke basis following referral to the Family Centre manager or SENDCo.
- **Multi-agency approach** – Eastwood is an outward-facing organisation committed to working together to support and safeguard children. As part of this we are proactive in seeking support and guidance from external agencies and partners and work in collaboration with them.
- **Nurture room provision / additional space provision** is provided through our Family Centre on an individual, bespoke basis following referral to the SENDCo.
- **Behaviour off school premises** – the behaviour of students and staff while offsite is expected to be high at all times. Where concerns are raised about behaviour offsite, the Leadership Team will meet with the child and their family to discuss the expectations.
- Expectations of staff behaviour are listed in the Trust's **Staff Conduct policy**.
- Expectations of parent's behaviour and conduct are listed in the **Home School Agreement policy**, signed by all parents on admission to the school.

Championing:

To ensure relationships development is valued and has a high profile across school and in the home.

- The **School Development Plan** and **Curriculum Offer** have relationships at their heart. Positive relationships amongst and between our entire community are essential to the smooth and effective running of our school.
- **Displays** in classrooms and throughout school promote **school rules** and expectations of conduct (see below consistency of RRR displays)
- **CPD for staff** – is regular and planned. Topics covered include: ACES, SEMH, SEND, de-escalation techniques. Training around behaviour and relationships is regularly reviewed and bespoke to our setting and context.

Parental engagement:

- We pride ourselves on our **positive relationships with parents** – our high levels of engagement, support, clarity and high expectations ensure effective relationships are in place which support all our pupils with their learning and behaviours.
- **Workshops** are regularly offered through our Family centre to support parents, carers and families with a multitude of concerns and issues – related to school and otherwise.

Clarity and Consistency of practise:

To ensure the content of this policy is delivered consistently by all in school.

To ensure all staff have the required subject knowledge, skills and confidence to support effective relationships and pastoral development for all.

- **School rules:**



- **Routines** – are a key part of our school day. In September, routines are clearly established. Consistency across classes, year groups and phases is sought as much as possible. Routines are regularly reviewed and pupils reminded. Careful thought is given to any routine changes.
- **Praise** – is a high priority in our school. Any praise offered is specific, rule-related and learning focussed. We have a 'can-do' approach and always champion the child.

	<ul style="list-style-type: none"> • Rewards are part of our positive praise approach. Praise is given immediately, consistently and fairly. Rewards should be achievable and should be awarded for: social, academic and learning behaviour. Rewards can be individual or collective. Rewards at Eastwood include: <ul style="list-style-type: none"> • stickers / stampers • Certificates – for work or conduct • Star of the Week – each class (staff and pupils) nominate 1 pupil per class per week to be their class star. Awards are given out in KS assemblies. • Golden Book – children are sent to the Golden book (HTs & DHTs office) for excellent work, learning behaviours or conduct. They receive a certificate and sticker and their photo is taken for display in the main entrance. • Pride of Eastwood – each ½ term, class teachers nominate 1 child per class and the Leadership Team nominate 1 member of staff each to receive a ‘Pride of Eastwood’ award. These are given out to people who have demonstrated excellence with our Eastwood ‘C’s (our values) • Golden time – Key stages 1 and 2 timetable Golden Time each week as a reward for excellent learning and conduct throughout the week. Children are automatically allocated 30 minutes per week but conduct / learning which falls below expectations results in the loss of some Golden Time. Children can redeem golden time if lost earlier in the week and they have turned things around. Activities for Golden time are chosen by the class and can change as deemed appropriate. • Class rewards – Key Stages 1 and 2 work towards class rewards every half term. The focus of these awards is collaborative working. Teachers decide in conjunction with the pupils what the reward will be that they work to. Reception classes work towards a goal and are rewarded more immediately. Displays in classrooms demonstrate how far on their journey to receiving these awards the class are. • Always Club – half termly treats for up to 2 children per class who are ‘always’ good role models for others • Attendance trophy – each week the class with the highest attendance wins the attendance trophy. If the class attendance is 100% for the previous week, they also receive a certificate for a virtual £5, if it is less than 100% the amount is £3. This can be spent on the class reward / treat at the end of each half term. • Rules Responsibilities and Reward displays – are in place in all classrooms. These displays showcase the school rules, class award charts, golden time, class councillors and monitors etc... • Language use – We ensure that we use non-emotive language when responding to challenging situations. As part of our commitment to de-escalating situations and supporting everyone’s wellbeing, we ensure we use carefully chosen language to disassociate the child from the behaviour. Eg, ‘Your behaviour hasn’t been as we would expect’ rather than ‘You’ve been really naughty.’ We also consciously use the language of ‘yet’, to ensure children realise that, whilst they may have made an error of judgement on this occasion, they have the opportunity to put this right in the future and they will succeed. • Definitions: We operate within a series of clearly defined definitions of vocabulary to ensure consistency of understanding and approach. (See Appendix 4)
<p>Challenge:</p> <p>To ensure behaviour which falls below that which is expected is appropriately challenged and the pupil supported to develop the necessary skills to prevent the behaviours from reoccurring.</p>	<ul style="list-style-type: none"> • We ensure lessons are well-planned, appropriately pitched, differentiated and engaging so as to prevent poor behaviour from occurring. • We ensure relationships are strong so as to prevent poor behaviour from occurring. • Behaviours which will be challenged include: • bullying (verbal, physical, emotional or online) - Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. • physical abuse • persistent disobedience • destructive behaviour

- unsafe behaviour
- possession of inappropriate/unsafe items (weapons / cigarettes / drugs etc..)
- truancy
- refusal to comply with instruction
- theft
- wilful damage to property or persons
- fighting / aggression
- persistent disruption
- harmful sexualised behaviour
- swearing (verbal abuse) - is a word or phrase that's generally considered blasphemous, obscene, vulgar, or otherwise offensive to another person
- racist language
- threatening language
- anti-LGBTQ+ language or behaviour
- Ensuring children know it is their **responsibility** to report concerns to an adult. Staff to ensure this is communicated to children regularly.
- **Reporting behaviour concerns** – where behaviour falls below that which is expected a flowchart for reporting and addressing the issues is followed. This follows a graduated response (See Appendix 1)
- Dealing with behaviour follows a clear **Flow chart** (see Appendix 1)
- **Individual responses** – some children will require reasonable adjustments. For example, children experiencing crises, mental health concerns, SEND needs, safeguarding concerns etc... may require amended, bespoke adjustments and there is a consistent approach by all adults involved. **The relationship** between the child, teacher and family are crucial in ensuring this is successful. It is important that children in the affected child's class understand that there are circumstances which require a slightly different response so as not to cause further issues with relationships in the class.
- **consequences & sanctions** – children are taught that all actions have consequences – either positive or negative depending on the action and are taught to accept **responsibility** for their own actions. Children are encouraged to suggest their own consequences where appropriate.
- **searching for harmful / unsafe items** – school reserves the right to search for unsafe / harmful items where there is reasonable cause to believe they are on a person or in their belongings. Where this is the case, the child will always be present, consent will be sought prior to searching (if consent is not given but the item is harmful then the search will be carried out regardless), and 2 people will always be present. The search will be conducted in a space away from other pupils. Parents will be contacted as soon as possible. If the child is to remove items of clothing, this must not deprive them of their liberties and the child should remove their clothing as long as they are able to do so. If intimate searches are deemed necessary, parents must always be present and police support should be sought. SLT will always be involved where a search is required.
- **low level disruption** – is not tolerated. Pupils are given clear rule-related reminders and reinforcement of expectations. (see Appendix 1)
- **Red cards – significant incidents where additional adult support is needed -** (see Appendix 1, stage 5). Where there is a situation requiring immediate adult support, a child will be sent with a red card to find the nearest adult. Red cards are in all areas of school and are located on door frames for ease of access.
- **Bullying – zero tolerance** – Bullying is not tolerated at Eastwood. Our PHSCE programme covers bullying extensively so pupils are clear what constitutes bullying and what does not. Parent forums also cover this topic so families are clear also. On the rare occasion where it is identified, a full investigation will be carried out including speaking to all parties and staff involved and checking of CPOMS / behaviour logs. A bullying report form may be completed.
- **Close contact safety management (restraint)** – Where restraint is required to prevent a child from hurting themselves or harming others, Trained Team Teach support colleagues will be called to attend to the incident.

	<ul style="list-style-type: none"> • Personalised behaviour support plan – To be implemented following flow chart stage 5 triggers being met. (see Appendix 1) • Suspension – see stage 6 on flow chart . (see Appendix 1) • Permanent exclusion– see stage 7 on flow chart . (see Appendix 1)
<p>Curriculum Coverage:</p> <p>To ensure knowledge and skills in relationships development are planned and taught sequentially, systematically and explicitly through themes to build on what has been taught before to work towards clear end goals and embedded learning.</p>	<ul style="list-style-type: none"> • PHSCE curriculum. We use the SCARF programme to cover all statutory and non-statutory aspects of the PHSCE curriculum. This has a heavy focus on positive relationships, dealing with conflict and taking personal responsibility amongst other aspects of good citizenship and this supports our relationships and behaviour policy being implemented throughout school. • Assemblies -have a heavy focus on our school rules and British Values and are values / behaviours focused. Pupils engage well with these and learn the vocabulary • Online safety and bullying are a key feature of our curriculum offer. Coverage of this important aspect takes place in regular ICT lessons and also in PHSCE lessons. Where online safety / bullying issues are identified, these are addressed immediately, involving parents and the cyber police team where applicable. School works with parents and carers to support them in ensuring their have parental safety controls active on devices in the home. Pupils and parents sign an online conduct contract on admission to the school. A school filtering system immediately alerts senior leaders if there are any issues identified. • Where behaviour is affected by language barriers or challenges with aspects of learning such as speaking and listening or taking turns, interventions will be put in place to support and enable the child to develop the skills necessary to improve their behaviour..

Appendix 1 - Flow chart for escalation

Nominally (for children with no behaviour plans or reasonable adjustments in place), the following order of actions and consequences would apply in the event of an issue:

Stage 1:

The adult in charge at the time will give a:

- verbal warning (1,2) referring to the school rules and behaviour expectations
- final warning (3) referring to the school rules and behaviour expectations
- loss of privileges ie. loss of playtime, golden time

Stage 2:

Where the above actions happen repeatedly and are proving ineffective, the following actions will be taken:

- Meeting to be arranged with phase leader, class teacher and child(ren) at a convenient time
- Agreement to be reached about consequences for behaviour, especially where this is affecting the learning of others.
- A phone call will be made by the teacher (or translator) or a conversation will be had to ensure parents are aware that behaviour is falling short of expectations and consequences.

Stage 3:

Where the above actions happen repeatedly and are proving ineffective, the following actions will be taken:

- Formal meeting with parents and phase leader, class teacher and child present to discuss ongoing concerns, consequences and ensure expectations are reaffirmed.
- Class teacher will monitor behaviour and discuss with phase leader from this point on.

Stage 4:

Where the above behaviour happens again, the following actions will be taken:

- SLT involvement
- Formal meeting with parents and phase leader, class teacher and child present to discuss ongoing concerns, consequences and ensure expectations are reaffirmed.
- Report card issued for 1-2 weeks **See Appendix 2**

Stage 5:

Where the report card proves ineffective, the following actions will be taken:

- Log of triggers, incidents, observations made by all adults involved
- Seek support from outside agencies / SEND referral
- personalised behaviour support plan initiated by SENDCo/HT in collaboration with phase leaders, parents, teacher and child.

Stage 6:

Where the personalised behaviour support plan proves ineffective, or where the behaviour is deemed significant enough, suspension may have to be considered. The Headteacher / Deputy Head teacher will consider each circumstance and will not take the decision to suspend a pupil lightly. Suspension will not be considered appropriate for pupils who have identified safeguarding risks outside of school. An alternative strategy will be employed where this is the case. The Local Authority Exclusion policy will be followed where this is applicable.

Stage 7:

Where the all other strategies above have proved ineffective and/or the behaviour is extremely harmful or significant, permanent exclusion may be the only solution. This is an absolute last resort and Eastwood will work tirelessly to ensure this is avoided if at all possible. The Local Authority Exclusion policy will be followed where this is applicable.

Serious incidents including racist behaviour or language, physical assault, verbal aggression etc... would be referred immediately to SLT as per stage 4 by use of the **red card** system or verbally. These will be recorded on CPOMs.

WARNING: This is not a 1-size fits all! See SLT for advice if things aren't working as hoped / intended....

Appendix 2 - Behaviour Report Card



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Weekly Behaviour Report Card

Name: _____

Class: _____

Date: _____

Eastwood Community School Behaviour Report Card

Name _____ Class _____ W/C _____

8:50 - 9:00	9:00 - 9:30	10:00 - 10:45	11:00 - 12:15	1:15 - 2:15	2:15 - 3:15	Parental signature
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Registration and individual reading

Pupil summary comment:

Parent summary comment:

Class teacher summary comment:

Headteacher summary comment

Green highlighting indicates appropriate behaviour, yellow indicates poorer than expected behaviour, pink indicates unacceptable behaviour

Appendix 3 - Personalised behaviour support plan template

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Behaviour and Safeguarding Management Plan



Pupil:

Start date:

Review date: (or sooner if required)

Support put in place following (state reasons)

Support strategies to employ:

Services engaged:

-

Behaviour plan to be implemented consistently by all staff is as follows:

- (Cover before school, lessons, transition times, break times, lunch times, end of the day as applicable. Outline acceptable / unacceptable behaviours for that child taking account of reasonable adjustments and specific strategies including who will implement what, when and how – to include any suggested by external support agencies).
- **Focus on positivity and wellbeing support at all times, high levels of praise and nurture**

Above document shared with all listed below:

(list those involved in creation / review of the plan. This should include the child's voice, parents/carers, immediate teaching staff, phase leaders / SLT and any external agencies as applicable).

Appendix 4 - Bullying report form

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Bullying report form

This form should be sent or handed to the Headteacher or Deputy Headteacher upon completion.



Personal details:

Name of person reporting incident (optional):	
Name of pupil(s) being bullied:	
Male/female:	
Year group:	
How may we contact you?	
At school: Yes/No	At home: Yes/No
Home address if yes:	
Email: Yes/No	Email address if yes:
Telephone: Yes/No	Telephone number if yes:

Incident(s) details:

What happened?

Where?
When?
Who was doing the bullying?
Did anyone see them doing this?
How often does the bullying take place?
How long has the bullying been taking place?

Impact of the bullying:

How did being bullied/seeing the bullying make you feel?
Was anybody physically hurt?
Did anybody need medical attention?
Have you informed anybody else about the bullying?

If so, who did you inform?

If you have not informed anybody else, what has put you off asking for help or informing someone?

Help and support:

If you witnessed the bullying, what help do you think should be offered?

If you are the victim, what help and support can we provide for you?

Do you have any concerns about reporting the bullying? If so, what are your concerns?

What do you think we could do to help prevent bullying?