

# Itchen Abbas Primary School Behaviour & Positive Relationships Policy



## Rationale

At Itchen Abbas, we believe that positive, respectful relationships across the community and consistent, calm adults are the foundations for positive behaviour management. We understand that all behaviour is a message. If we do not understand the initial behaviour, this can lead to secondary behaviours. Taking the time to understand what the initial behaviour is communicating, will enable adults to support and guide the children to regulate their behaviour. We believe that teaching children strategies to support their emotional regulation, understanding the vocabulary of our emotions and supporting wellbeing is a significant part of this and enables children to better understand their emotions and how to manage them. Our trauma informed Behaviour and Positive Relationships Policy is primarily concerned with promoting positive relationships with our children and adults, with the common purpose of developing a whole school ethos of respect, empathy and kindness by providing clear and consistent behaviour expectations of all children. This also incorporates the need for mental health to be acknowledged amongst our children. Being a Trauma Informed School, is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

At the core of our curriculum sit our six 'Strands': boundaries, resilience, focus, respect, self-regulation, and independence, which we have merged with our own school values. Every child has a target, based on the Six Strands Curriculum (see the supporting document from the Primary Behaviour Service 'The Six Strands' which supports this policy). Children start school with adults creating a 'secure base', which consists of a key person initiating and delivering experiences designed to establish positive relationships within a supportive environment, responsive to the unique needs of the child. These experiences form the core of the Six Strands Curriculum for children to use as they get older. Each of the strands has been broken down into learning walls and strategies. The learning walls contain the individual curriculum targets within each of the strands which the children focus on each half term, allowing them to focus on their learning behaviours and attitudes.



The purpose of this policy is to place emphasise on rewards and behaviour management which is inclusive for all and benefits the whole school community in line with attachment and trauma informed practice.

*It is recognised that in order to fully meet the needs of all pupils it is important that school demonstrates an attachment and nurturing environment* (Wall; 2018)

## Aims

At Itchen Abbas, we recognise that most children effectively self-regulate their behaviour every day and rarely need adult support. We want to recognise these children and teach others how to self-regulate their behaviour positively.

At Itchen Abbas, we have three rules which all members of the school community are asked to adhere to:

1. **Be ready**
2. **Be respectful**
3. **Be safe**

## Recognition

Acknowledging positive behaviour choices encourages repetition and communicates the school expectations and values to all children. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of rewards include:

- Verbal praise
- Communicating achievements and success to parents
- Learning Leaves, given to children in a whole school assembly for demonstrating our learning values.
- Celebration Assembly – each child receives one special assembly each year, which parents are invited to attend. This assembly shares positive comments and celebrations from their teaching team, children in their class and parents.
- Class Dojo House Points – all children in our school are part of a house team (Oak, Ash, Beech and Pine). They receive Dojo points for demonstrating our school values in class and around the school. Every half term, the winning house is allowed additional playtime or to wear their own clothes for the day. This is decided by the House Captains.

We also follow strategies that have been taken from the Incredible Years EEF research project and is used with our youngest children as appropriate. It incorporates the message to ignore bad behaviour, unless causing harm to themselves or others, and recognise good behaviour.

## Sanctions

When a member of school staff becomes aware of misbehaviour, they respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

No matter the frustrations, adults must not allow their emotions or feelings to influence their response to challenging behaviour. They can call upon other adults for support, but the adult dealing with the initial behaviour will always follow up with the child. Where a sanction is required, this will be discussed in private between the adult and the child.

We give the children 'reflection time' to support children in self-regulation. This allows the children time to recognise the emotions they are feeling and, with support, find ways to make themselves feel better.

We may use the following stepped consequences followed by a restorative ending instead / in addition to 'reflection time'.

1	Reminder	<ul style="list-style-type: none"><li>• A reminder of the three rules or how to behave.</li></ul>
2	Warning	<ul style="list-style-type: none"><li>• A verbal warning delivered privately, making the child aware of their behaviour choices and outlining the consequences of continuing.</li><li>• Use the phrase 'Think carefully about your next steps.'</li></ul>
3	Chance to talk	<ul style="list-style-type: none"><li>• Speak privately to the child. Offer a positive choice and refer to previous examples of their good behaviour.</li><li>• The child will discuss this after class/break/lunch with the adult.</li><li>• Incomplete work may be sent home to be completed and returned with a parent signature.</li></ul>
4	Calm down time	<ul style="list-style-type: none"><li>• Calm down and reflection time away from others. The child may need to sit out of the lesson/game/activity and reflect on what has happened.</li></ul>
5	Repair Conversation	<ul style="list-style-type: none"><li>• A short chat between the child and adult involved at the end of the lesson/break/lunch:<ul style="list-style-type: none"><li>○ What happened?</li><li>○ What were you thinking?</li><li>○ How did this make the other people feel?</li><li>○ How do we make this right?</li><li>○ What could you do differently in the future?</li></ul></li></ul>

Incidents of aggressive, verbal or physical behaviour, will move directly to stage 4 followed by stage 5. The adult will decide whether this requires a discussion with the headteacher and an appropriate course of action agreed; this can include informing parents of the incident. All incidents of behaviour from Stage 3 upwards will be recorded on CPOMS.

We appreciate that some children may require further support to help them learn to manage and self-regulate their emotions and behaviours. As appropriate, we will support these children using an ABCC Behaviour Chart (Appendix 1). Where more intervention is required, we will use an Individual Behaviour Plan (Appendix 2) or seek advice from outside agencies, such as the Primary Behaviour Service or Hampshire Education Psychology service. Parents and the child will be involved with each stage of this process.

## **Anti- Bullying**

### **Definition of bullying**

There are many definitions of bullying. Most have 3 things in common:

- it consists of deliberately hurtful behaviour;
- it occurs repeatedly over a period of time;
- it is difficult for those being bullied to defend themselves as they are in a less powerful position than the bully

Bullying can occur in 3 main ways:

1. Physical – for example, where the person being bullied is hit, kicked or when belongings are taken or damaged.
2. Verbal – for example, bullying which consists of name-calling or insulting, racist or sexist remarks or another or consistent undermining of another person.
3. Indirect – for example when malicious rumours or stories are spread or the person is excluded from the social group.

Bullying can be in person or online. We take all incidents equally seriously.

Prejudice-related bullying of any kind, including that of a racist nature, will be dealt with in line with our Equality Policy. If incidents of bullying are reported, these will be investigated and appropriate course of action taken.

### **Restraint**

All members of staff are aware of the regulations regarding the use of force by adults in school. School staff do not and will not use any form of physical chastisement including pulling or pushing children. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **Exclusions**

At Itchen Abbas Primary School we follow the Hampshire County Council guidelines relating to exclusions.

### **Monitoring and Evaluating school behaviour**

Behaviour is monitored through learning walks and data analysis. Data is collected in relation to:

- behaviour incident data from CPOMS
- attendance, permanent exclusion and suspension data
- anonymous surveys for staff, children and parents on their perceptions and experiences of the school behaviour culture.

*“When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos” (L.R. Knost)*

Date agreed by staff:

Date ratified by Governors:

To be reviewed every 2 years

Date for next review September 2025



## ABCC Behaviour Chart

Day/Date	Time of Day	A. Antecedents	B. Behaviour	C. Consequences	C. Communication
		What was happening before the behaviour occurred?	What did ..... do?	What you/others did after the behaviour occurred.	What is the behaviour communicating?

Appendix 2



**Itchen Abbas Primary School**  
**Individual Behaviour Support Plan**

Name		Year Group		Date	
What are the child's likes and strengths?					
What behaviour will we focus on? This will be the behaviour that is the earliest and may trigger secondary behaviours.					
What are the possible reasons behind this behaviour?					
What target will we focus on?					
<b>Strategies</b>					
Prevention (to prevent the issue arising)	Home:				
	School:				
Management (how will behaviour be managed once it has occurred?)	Home:				
	School:				
How will home and school liaise?					
Class Teacher		Date		Signed	
Parents		Date		Signed	
Agreed Review Date for 4 weeks time					
<b>Review notes</b>					
<b>Next Steps</b>					