



Positive Relationships & Behaviour Policy

Policy Responsibility:	Christine de Kock	Status:	Draft
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Vision and Values

LEARNING TOGETHER TO BE THE BEST WE CAN BE

Le Rondin is a trauma sensitive school and as such we aim to be a safe and supportive community that enables both pupils and adults to feel safe, to build caring relationships with one another, to regulate their feelings and behaviour, as well as to learn.

As a school that has adopted the Rights Respecting Schools Award (RRSA), Le Rondin places the rights described in the articles of the UN Convention on the Rights of the Child (CRC) at the heart of our ethos, in order to improve well-being and to develop every child's talents and abilities to their full potential.

There are four articles in the convention that are seen as special. They are known as the "General Principles" and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. Le Rondin has ensured that all school policies are underpinned by the General Principles:

- Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 6 (life, survival and development): Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.
- Article 12 (respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

"Innovative, Inclusive Inspirational Learning"

Le Rondin School Positive Relationship Policy

As a Rights Respecting school, at Le Rondin Primary School every member of the school community has the right to feel safe, to be heard, and to learn; they should feel valued and respected, understanding the need to value and respect others; and be treated with dignity and respect. The school's Positive Relationships and Behaviour Policy is therefore designed to support the way in which all members of the school community can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure, learning to be *The best that they can be*, Be Safe, Be Happy, Be Learning!

This policy is written as a means of promoting good relationships, ensuring consistency of approach, and helping children to understand expectations. Our school recognises and promotes positive behaviour choices, as it believes that this will help develop an ethos of kindness and cooperation, as well as leading to the development of a successful atmosphere for learning. This policy is designed to encourage this rather than merely deter anti-social behaviour.

As a school, we recognise that behaviour is a means of communication and behaviours of concern are often the outcome of an unmet need. It is our responsibility to work to support and understand each individual and to enable everyone to be the best that they can be.

The aim of this school policy is to describe the way we wish to approach the promotion of positive relationships and behaviour at Le Rondin School.

- ★ To create an effective, safe, secure, and happy environment to enable successful learning and teaching to take place,
- ★ To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish,
- ★ To enable children to develop a sense of self-worth, respect and tolerance for others,
- ★ To ensure a whole-school approach, providing consistency and understanding for all members of the school community.

School Charter

Creating child rights-based charters or agreements aims to support a positive learning environment for children and young people, whether this be in the classroom; across the whole school; playground or specific to a department or

another area in the school context. We are all expected to model positive relationships.

In the Early Years we promote key skills which are embedded in developing positive relationships through:

1. turn taking
2. sharing resources
3. waiting
4. making choices
5. establishing relationships

As we progress through the school these skills are further developed to reflect the personal growth in each child. Pupils are encouraged to become involved in the development of positive relationships.

As a school we celebrate success in a number of ways which include our school assemblies and every opportunity is taken to recognise development in Positive Relationships and personal growths

Responsibilities

Staff

Ensuring positive relationships and managing pupils' behaviour is the responsibility of everyone at Le Rondin, but especially the staff.

Headteacher

It is the responsibility of the Headteacher to implement this policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. In the Headteacher's absence, this responsibility falls to the Deputy Headteacher.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their delivery of the policy.

Senior Leadership Team

The Senior Leadership Team must be role models for the full school community, treating children and adults fairly, with respect and understanding. They keep records of all reported serious incidents involving behaviours of concern, including bullying (following the Anti-Bullying Policy). All records are tracked and monitored by the Headteacher and Deputy Headteacher.

Class Teacher

The class teachers must be a role model for the children and ensure that the pupils within the care are seen to be treated fairly and consistently, ensuring that they feel valued and respected. Class teachers are expected to have high expectations of the children with regard to behaviour and to strive to ensure that all children work to be the best that they can be.

In the first instance, the class teacher addresses incidents in the normal manner. However, if inappropriate behaviour continues, the class teacher should seek help and advice from the Wing Leader, the Assistant headteacher, Deputy Headteacher and, if necessary, the Headteacher.

It is vital that parents and carers are informed about the progress of their child/ren. It may be necessary for a class teacher to contact a parent to discuss concerns about the behaviour or welfare of a child. The class teacher should ensure that parents are aware of repeated low level behaviours such as non-compliance disrupting the class, or issues with other children rather than just higher level incidents. All contact with parents should be honest and based on fact. It should be respectful and appropriate. It is recommended that staff keep a record of conversations with parents to enable future follow up if needed.

It is a class teacher's responsibility to ensure that supply staff are aware of any behaviour needs and strategies that could be effective, ensuring a successful experience for all concerned.

Other Staff

Other staff should provide a positive model of behaviour and ensure high expectations are clear. As well as managing any behavioural issues, they should inform class teachers of any significant inappropriate/ unacceptable behaviours.

Parents and Carers

On the whole, parents and carers want the best for their child/ren. Through good communication and in the interests of a strong working partnership, parents should be fully informed as to their child's progress - both academically and socially. It is expected that parents support the actions of the school.

Should difficulties arise, queries should first be addressed to the class teacher, and then to the Assistant Headteacher, Deputy Headteacher and Headteacher.

Examples of characteristics that may influence pupils' behaviour at Le Rondin.

Individuals	Results in
External factors i.e. bus journey, homelife etc. Tired; worried; jealous; feeling unwell; hungry Lack of self confidence or low self esteem Perceived injustice Sensory overload Misunderstood expectations Underdeveloped language and social understanding	Work avoidance Situational avoidance Peer/adult avoidance Communication break down Attention seeking behaviours Sensory seeking behaviours Poor self-esteem

Examples of how Le Rondin promotes successful outcomes:

- Stickers; reward charts; marble jars; Dojo's etc.
- Quiet word, smile, acknowledgement from adults
- Written comment on pupil's work
- Praise in front of a class group
- Visit to the Headteacher or another member of staff
- Displays
- Certificates in assemblies
- Written comments to the parents
- 'Choice' time
- Older pupils given time and responsibility to support younger peers

Le Rondin pupils should have access to a range of strategies which promote self regulation.

There should include:

- Whole class visual schedule or timetable
- Range of timers or countdown resources
- Reward systems in place
- Clear expectations and established routines
- Consistent approaches in the use of language and instruction
- Differentiated activities
- Access to **Quiet zone areas** which may include the following:
 - Quiet areas within classrooms/soft furnishings
 - Outside classroom areas
 - Sensory rooms
 - Workstation in class
 - Another classroom
 - DHT office
 - Movement break around school
 - Wingleader/DHT office

Any redirection to other areas should be for a maximum of **5 minutes with access to timer**

If behaviours are recurrent and these strategies are unsuccessful and advice should be sought from:

1. Wing leaders
2. Log unacceptable behaviours using CPOMS
3. Involvement of SLT and parents are informed

Recording Incidents

CPOMS is used to monitor safeguarding, wellbeing and all pastoral issues. Behaviours of concern should be recorded in a timely manner using CPOMS and information then shared with the relevant people.

Behaviour Log (CPOMS)) can be used for a variety of reasons i.e.

- To track particular behaviour patterns, frequency, duration and the purpose
- To inform PBHP
- To inform parents and other professionals

It is intended to support your strategies in class and create a clear understanding of behaviours for the class teams.

PBHP (Positive Behaviour and Handling Plan) *ensures a consistent approach in dealing with inappropriate behaviour.* (Appendix 4)

Please note:

- A PBHP is written in collaboration with all parties involved
- Behaviour logs can inform the PBHP
- Ensure the PBHP is shared with and understood by the class team; it is a working document
- Ensure CDK is made aware of a PBHP completion
- Ensure parents are in agreement with the strategies
- Parents need to sign the PBHP
- Original signed document to be filed in pupil's main file
- Cannot target all behaviours in a single plan
- Prioritise behaviours - 2 x target behaviours MAX per PBHP
- Review PBHP termly and update if needed

Ensure that a **PBHP** is in place when needed and available to all staff. PBHPs are saved in **Behaviour folder in Shared Area**

When speaking with pupils about unacceptable behaviour

At Le Rondin we:

- make sure we do not invade the pupil's personal space
- maintain a level of eye contact/body language that is comfortable for the child

- use a tone and volume of voice that indicates our respect for the pupil
- avoid arguing and try to maintain a sense of humour
- be consistent in applying rules
- seek the support of other staff if required
- comment on the behaviour choices, not the personal qualities of the pupil
- use our restorative script (5 questions) if appropriate to child's needs

1. What happened?
2. What were you thinking/feeling?
3. Who has been affected?
4. What do you need to do to move on?
5. What next?

- Consider a simpler script for younger pupils which focuses on
 1. identifying what happened
 2. how they feel
 3. making better choices
- non-verbal children to use communication aids (PODD, PECS, etc.) with the 'emotions page' to support their language
- pupils may also choose to draw or write down what happened

Please Note

- Please remember that all behaviours displayed are a form of communication and it is our job to understand that and to promote better choices and alternatives.
- No pupil should ever be left alone in the quiet zone / an area they cannot exit from themselves
- Decide whether your action needs to be private or public
- Ensure off site activities are carefully planned following school procedures, including the carrying of **Off Site Cards** (Appendix 5)
- Make sure you differentiate between the pupil and the behaviour and it is the behaviour that you disapprove of and not the child
- Ensure restorative questions are inappropriately pitched language
- If Team Teach positive handling strategies have been used Appendix 2 **MUST** be completed by the end of the school day
- Le Rondin PBHPs do not identify preferred TeamTeach holds
- Headteacher, Deputy Headteacher or Assistant Headteacher will decide if it is necessary to refer pupils to outside agencies for further guidance
- If a pupil or adult incurs an injury, please complete the '**Le Rondin School – Accident Reporting Form for Evolve**' (Appendix 3).

APPENDIX 1

Using a staged approach for rewards and consequences at Le Rondin School

Warnings and Natural Consequences

1. Repeat the instruction/expectation and clearly identify the behaviour you wish to be demonstrated
2. Reframe the instruction/expectation and clearly identify the behaviour you wish to be demonstrated
3. Praise and reward those pupils who are demonstrating the expected behaviour (cultivate the positives!)
4. Give direct feedback to child/ren who are not demonstrating expected behaviour. Clearly identify what behaviour you are seeing and what is expected. Give the child/ren a choice.

One example of this could be, “you are stopping other children from learning and the teacher from teaching. You can complete your learning now by... or you can do it in your own time at break or lunch play.”

5. Adapted provision/strategies may be in place for specific children. Please ensure you are familiar with behaviour strategies for the children you are working with.

Praise and Rewards

Praise and rewards are awarded to children for the day-to-day positive behaviour choices, attitudes, effort, perseverance within tasks and successes in learning. These are linked to the Class Charters.

APPENDIX 1

PHYSICAL INTERVENTION		
Establishment:		Date:
Name of Learner:	Date of Birth:	Year Group:
Incident Location:	Start time:	Incident time span..... (mins)
Report Compiler:		
Name of Staff involved:		
Name/s of Witness/es (staff):		
Name/s of Witness/es (learners):		
REASON FOR INTERVENTION		
Immediate risk of personal injury to learner		Y/N
Other learners at risk of injury		Y/N
Property about to be damaged		Y/N
Staff at risk of injury		Y/N
Learner's behaviour was jeopardising good order and discipline in a manner likely to cause danger		Y/N
To prevent / disrupt a criminal act		Y/N
ANTECEDENTS (a description of events leading up to the incident/behaviour)		

BEHAVIOUR (Highlight in numerical order)					
Persistent refusal to follow instructions		Verbally Abusive		Pushing	
Disruption to lesson/activity		Pinching		Hitting	
Spitting		Biting		Head-butting	
Other				Self-Harming	
HOW DID LEARNER RESPOND (Describe what happened)					
DE-ESCALATION TECHNIQUES USED (Please tick)					
Given time		Given space		Staff changeover/transfer	
Distraction		Talked calmly		Praise partial compliance	
Given count		Repeat request		Removed stimulus	
Planned ignoring		Directed time-out		Learner chose time-out	
Appropriate humour		Alternatives/consequence/choice		Other: describe	
Did these have any positive effect				Y/N	
TEAM TEACH TECHNIQUES USED					
Friendly hold		Shield		Single elbow	
Ground hold		Figure of four		Wrap	

Cradle-hug hold					
Total duration of hold in minutes:					
Who held which body part?					
Ground:					
Did student go to ground independently?					Y/N
POST INCIDENT MEASURES					
Medical Intervention/injuries (Appendix 5:Body Map)					
Checked for bruises/injuries Details:					Y/N
Injury to child Details:					Y/N
Injury to adult/s Name: Detail: Name: Detail:					Y/N
Injury to others Details:					Y/N

ANY INJURIES TO STAFF MUST REPORTED AS USUAL VIA THE SCHOOL SYSTEMS ALREADY IN PLACE		
RESPONSE OF LEARNER		
Incident discussed with learner	Y/N	
Incident discussed with parent	Y/N	
Any views from parent/learner:		
STAFF DEBRIEFING		
Staff Name:	By Whom and Date:	Comments/Future Action:
Parents Informed by:		
Name:	Date:	Time:
Education Services Informed by:		
Name:	Date:	Time:
Headteacher's Monitoring: The Headteacher should monitor all incidents involving holding		
Please indicate	✓	x
Was sufficient/appropriate de-escalation undertaken?		

Were there grounds for the use of physical intervention?		
Has appropriate/sufficient post-incident action been taken?		
Was physical intervention absolutely necessary?		
Was physical intervention used reasonably?		
Was physical intervention used proportionate to the event?		
Is the reporting complete and comprehensive?		
Comments: (including strategies for improvement of future management)		
Signature:		Date:
THIS FORM MUST BE E-MAILED USING EGRESS TO physicalinterventions@gov.gg		

APPENDIX 2

Body Map

Body Maps should be used to document and illustrate visible signs of physical injuries. At no time should an individual teacher/member of staff be asked to or consider taking photographic evidence of any injuries or marks to a child's person.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment which should also be recorded on the body map.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

Exact site of injury on the body, e.g. upper outer arm/left cheek

Size of injury - in appropriate centimetres or inches

Approximate shape of injury, e.g. round/square or straight line

Colour of injury - if more than one colour, say so

Is the skin broken?

Is there any swelling at the site of the injury, or elsewhere?

Is there a scab/any blistering/any bleeding?

Is the injury clean or is there grit/fluff etc.?

Is mobility restricted as a result of the injury?

Does the site of the injury feel hot?

Does the child feel hot?

Does the child feel pain?

Has the child's body shape changed/are they holding themselves differently?

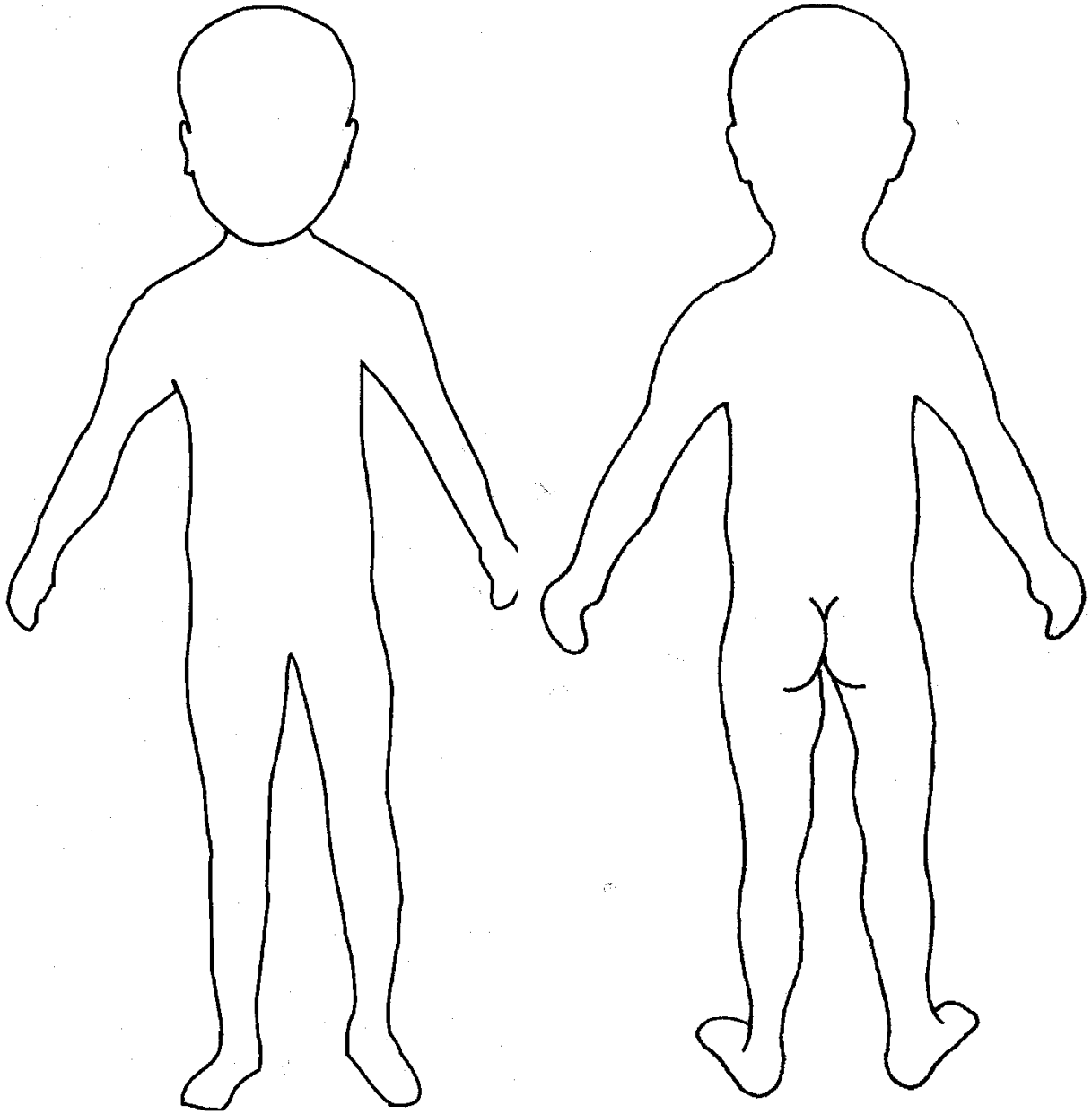
Importantly the date and time of the recording must be stated as well as the name of the person making the record who must also sign the body map. Add any further comments as required.

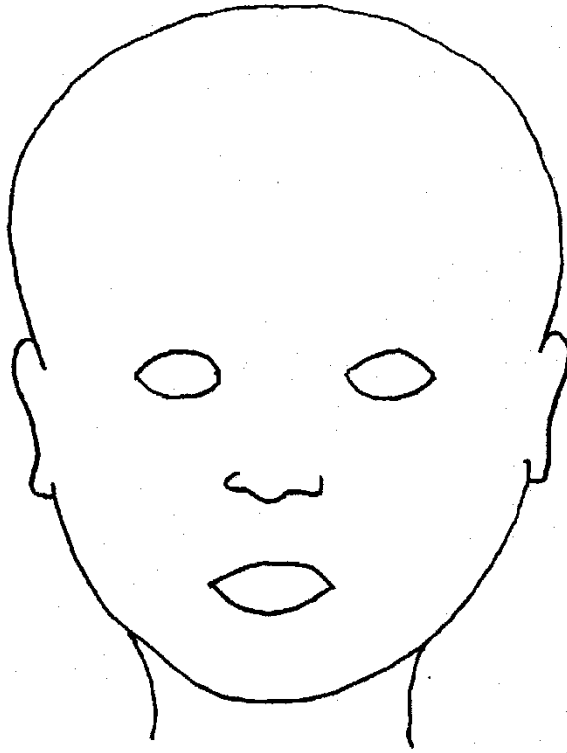
A copy of the body map should always be attached to the Physical Intervention Log and stored in accordance with the same protocols.

Body Map: (This must be completed at time of observation)

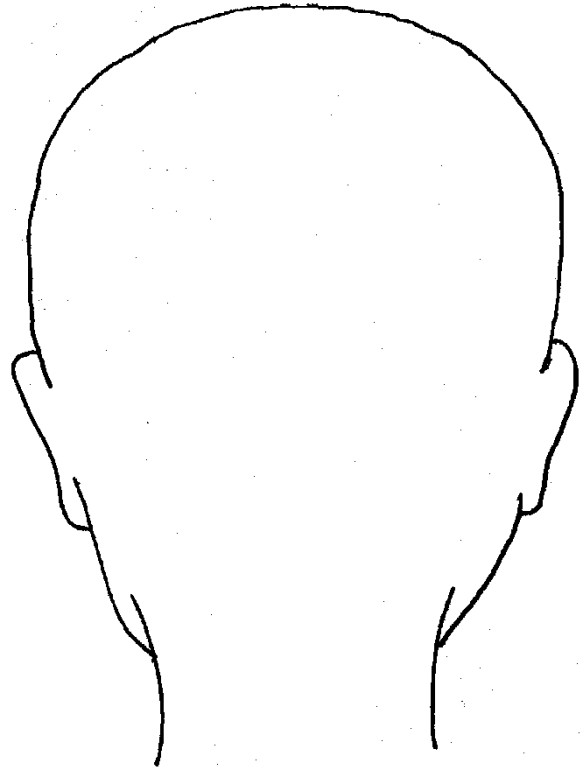
Use a black pen (never a pencil) and do not use correction fluid or any other eraser

Name of Child:	Date of Birth:
Name of Staff Member:	Staff Signature:
Date and Time of Observation	

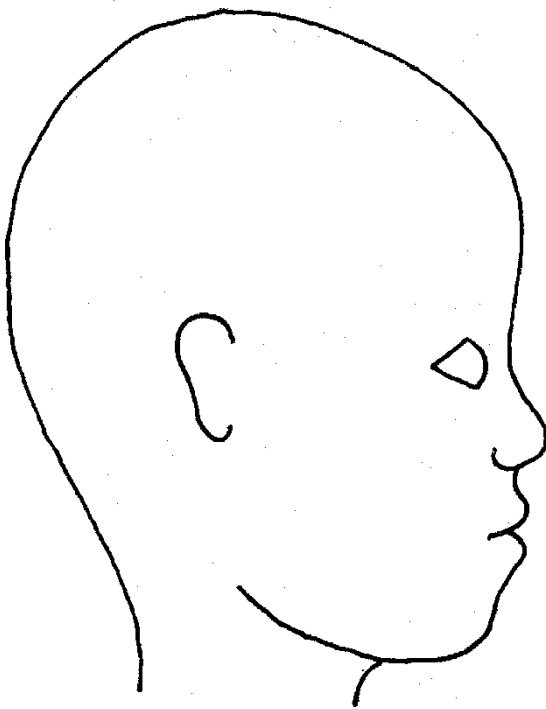




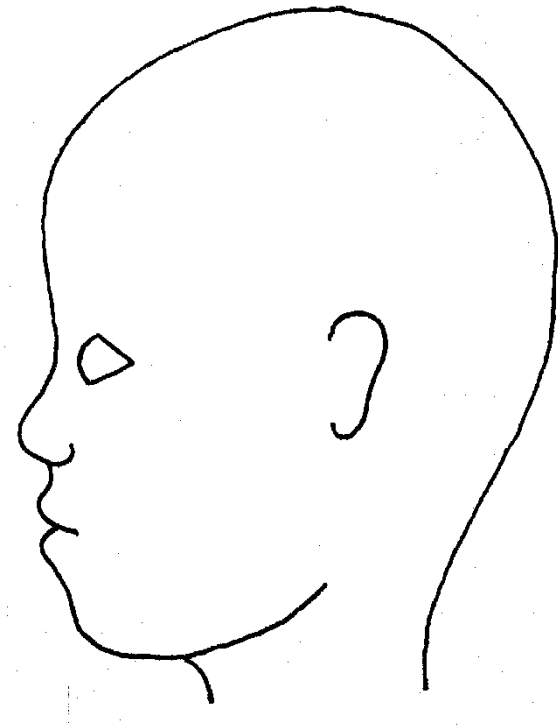
FRONT



BACK



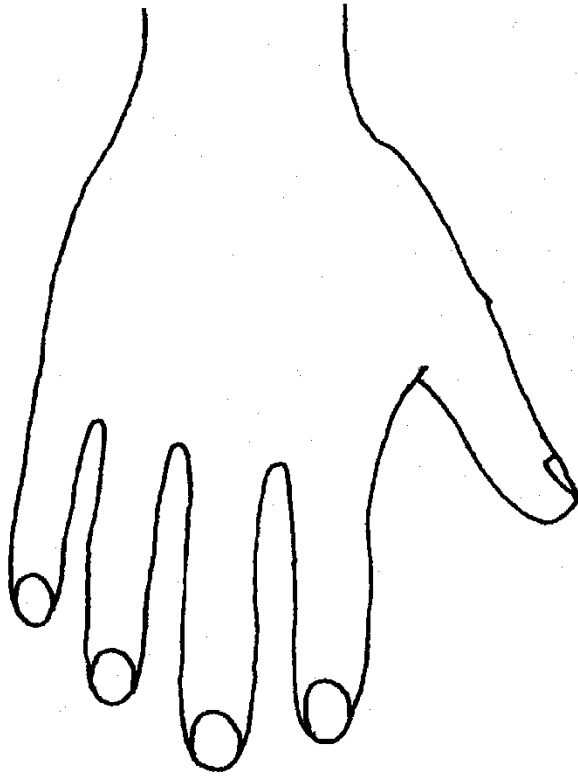
RIGHT
Name of
Child:



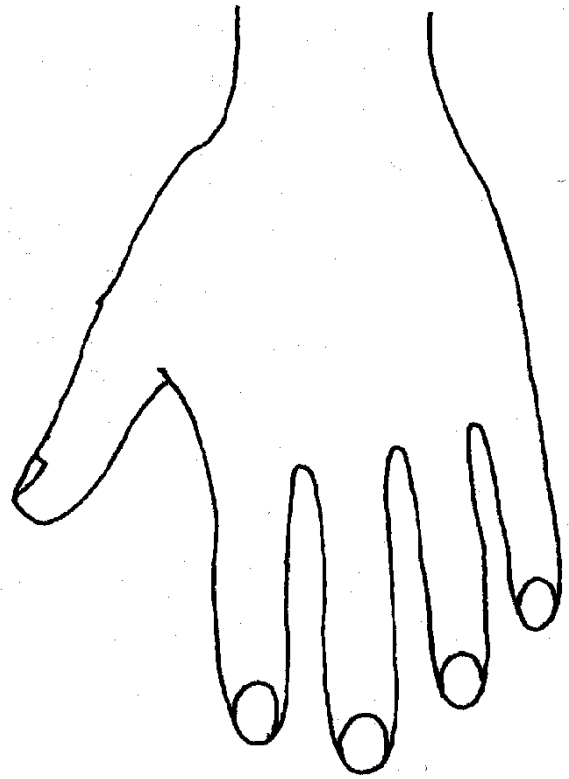
LEFT

Date of
observation:

.....



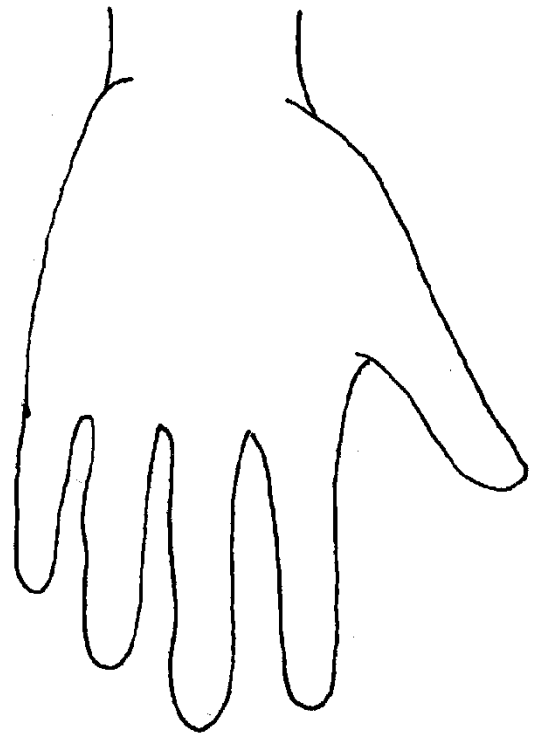
R
BACK



L

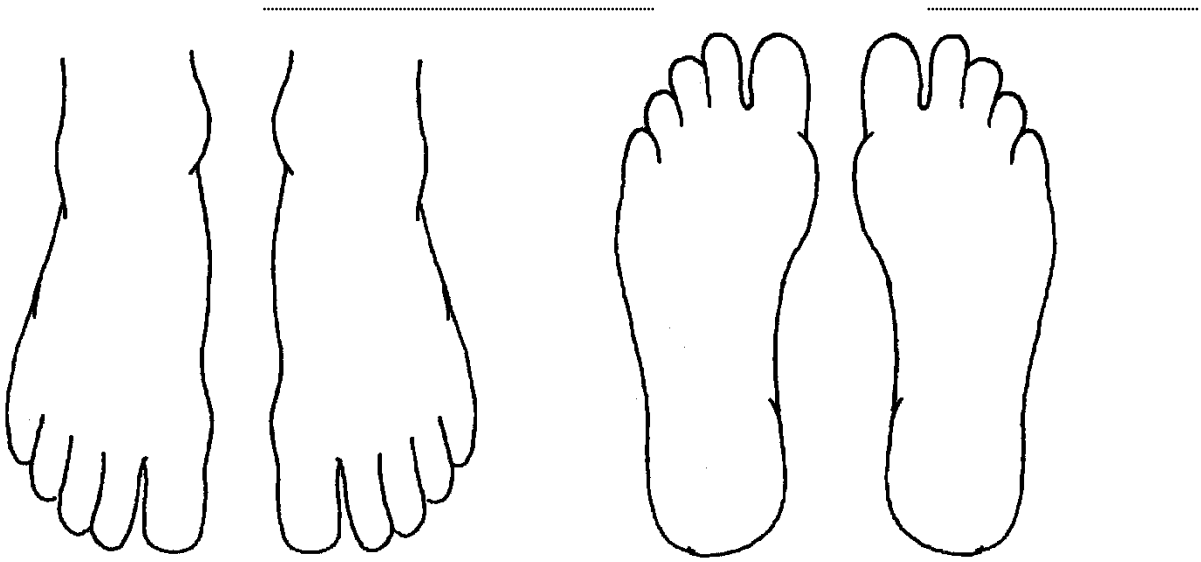


R
PALM
Name of Child: _____

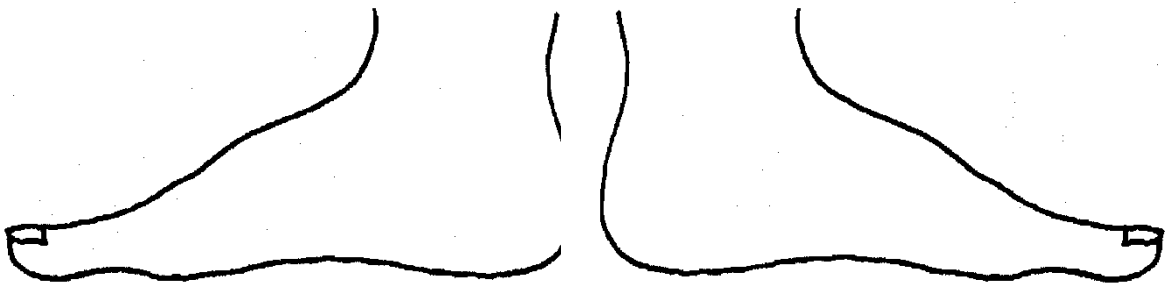


L

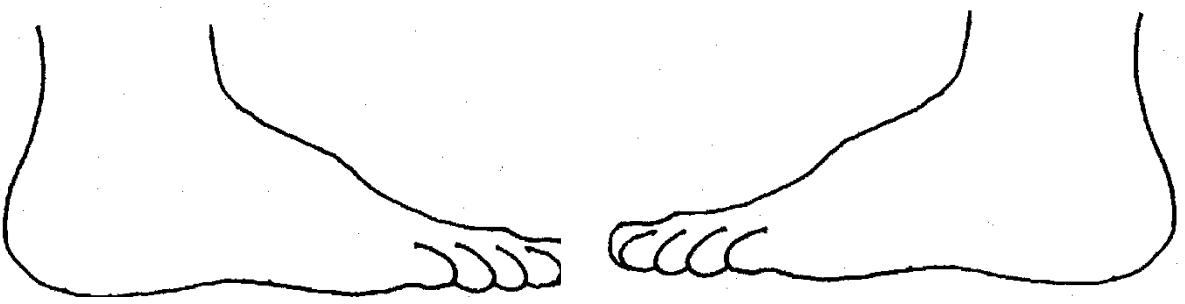
Date of observation: _____



R TOP L R BOTTOM L



R INNER L



R OUTER L

Name of Child: _____ Date of observation: _____

Appendix 3

Le Rondin School Accident Reporting Form for Evolve

Le Rondin School - Accident Reporting Form for Evolve

Name:		Student - Staff - Visitor - Contractor - Other	Year: R 1 2 3 4 5 6
Date:		Time:	
Location Details:			
Incident Type: (Choose) Accident - Behaviour - Pre-existing Condition - New Illness - Theft/Loss of Property			
Incident Severity: (Choose) Near Miss - Minor - Major			
<p>Accident Category: (Choose)</p> <ul style="list-style-type: none"> <input type="radio"/> Contact with moving machinery or material being machined <input type="radio"/> Struck by moving including flying or falling object <input type="radio"/> Struck by moving vehicle <input type="radio"/> Struck against something fixed of stationary <input type="radio"/> Injured whilst handling lifting or carrying <input type="radio"/> Slip trip or fall on same level <input type="radio"/> Fall from height (please specific distance through which person fell) <input type="radio"/> Trapped by something collapsing or overturning <input type="radio"/> Drowning or asphyxiation <input type="radio"/> Exposure to or contact with a harmful substance <input type="radio"/> Exposure to fire <input type="radio"/> Exposure to explosion <input type="radio"/> Contact with electricity or electrical discharge <input type="radio"/> Injured by an animal <input type="radio"/> Other kind of accident (please give details). 			
Incident Description:			

Did the person sustain any physical injuries? Yes - No

Injured body parts: (Choose)

Head, Face, Scalp, Forehead, Eye (left), Eye (right), Nose, Ear (left), Ear (right), Cheek, Mouth, Chin, Jaw, Neck, Shoulder (left), Shoulder (right), Chest, Breast (left), Breast (right), Upper Back, Lower Back, Upper Arm (left), Upper Arm (right), Elbow (left), Elbow (right), Forearm (left), Forearm (right), Wrist (left), Wrist (right), Hand (left), Hand (right), Abdomen, Buttocks, Groin, Hip (left), Hip (right), Thigh (left), Thigh (right), Knee (left), Knee (right), Shin (left), Shin (right), Calf (left), Calf (right), Foot (left), Foot (right), Ankle (left), Ankle (right).

Injury Description:

Did the injured person become unconscious?

Yes - No

Needed resuscitation?

Yes - No

Is the injury likely to cause absence?

Yes - No

Remain at hospital for over 24 hours?

Yes - No

ACTION TAKEN

First Aid

Yes - No

Advised to see GP

Yes - No

Sent home

Yes - No

Referred to hospital

Yes - No

Head Injury Assessment HIA

Yes - No

How was the incident managed?

Parents Notified? Yes - No Who By?

First Aid

Given? Yes - No Who By?

Action taken to prevent a recurrence?

Signed	Date
Signed (Headteacher)	Date

Appendix 4

Positive Behaviour & Handling Plan Template

Positive Behaviour & Handling Plan Le Rondin School
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Name of Pupil:	Date:
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Behaviours / Situations likely to result in Physical Intervention: What is the behaviour like?
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Prevention /De-escalation of strategies to be used (where possible) before Physical Intervention:

Give Time		Distraction		State alternatives /		Praise partial compliance		Other:
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				consequences			
Give Space		Reassure/ Remind		Other staff intervene		Repeat request	Repeat request:
Talk Calmly		Give a count		Instruct other pupils		Remove stimulus	

Debrief process required after Physical Intervention e.g. Space, talk through etc.:
Please use restorative approach questions:

1. What happened?
2. What were you thinking/feeling?
3. Who has been affected?
4. What do you need to do to move on?
5. What next?

Signatures:

Review:

Child (where appropriate):

Parent / Guardian:

Teacher / Tutor:

Deputy Headteacher: Christine de Kock

APPENDIX 5

Off site cards



You might have seen something that concerned you.

We are from Le Rondin School and are trained to deal with this situation.

If you have any questions please phone the Headteacher at 228300.