



TUPTON PRIMARY
& NURSERY ACADEMY™

Inclusion, Relationships & Behaviour Policy

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TUPTON PRIMARY
& NURSERY ACADEMY™

Ethos

Tupton Primary & Nursery Academy believes that all children and adults in our school are important and valued individuals who deserve to be treated with respect.

We are committed to the well-being of all children, staff, parents and carers and aim to promote an ethos and environment that supports mental health and well-being and ensures an environment where everyone can work, free from the threat of bullying, violence or any form of harassment. The key to achieving this is a strong and positive relationship between all members of our school community.

We understand that a child's behaviour can be affected by a range of external influences and where possible we should look at strategies to support them. We know that children learn best when they feel happy and secure and there are consistent systems in place to support them.

This policy is for all staff, children, parents, carers, governors, visitors and partner agencies and provides guidelines and procedures as to how our school supports and responds to behaviour. It is recognised that all members of the school community have a responsibility for themselves, others and the school environment and for discouraging behaviour which is challenging, disrespectful or disruptive.

Our Core Beliefs

The Reflectional Approach



- Relationships are the central tenets through which to influence, shape and build wellbeing
- All children wish to, and have the right to, belong, achieve and contribute to their school community
- All behaviours are understood to be communicative of an individual's needs
- Needs must be understood and met in a compassionate and informed way, rather than asking to manage and contain behaviours alone
- Adults must support children to communicate their needs safely and appropriately

- When a child's needs are understood and met, they are more likely to be able to self-regulate and behave appropriately
- Behaviour that challenges is often because of gaps in emotional development; children who have had a difficult start to life have often learned that the world is not a safe place and adults cannot be trusted
- The stage of emotional development of a child will determine their ability to self-regulate and their readiness for learning
- Learning new behaviour is a task, just like learning to read. Children must be taught what is meant by positive behaviour and it should be modelled by the adults in school
- Making mistakes is part of the learning process and we should support and guide children to get it right
- We should help children to reflect upon their behaviour, understand the reasons for this and the impact of their actions on themselves and others
- We should provide a school environment where children feel safe and positive interactions are consistently modelled
- We should help children develop the skills to self-regulate; they may need a personalised approach to support them to manage their behaviour
- Working with children who are often dysregulated is demanding on the adults in school. Therefore, appropriate support should be provided to help them fulfil this role.

Aims

- Expectations around behaviour will be clear and consistent
- Managing these expectations will be common sense and take account of a child's personal circumstances
- Strong and positive relationships will exist across the school
- Mutual respect will be the norm, irrespective of someone's age, disability, gender identity, race, religion or belief, sex or sexual orientation
- To provide a positive, safe and inclusive environment that meets the needs of all children
- Children will be able to recognise the difference between right and wrong and will understand the consequences of their behaviour and actions
- Children will learn the skills to self-regulate



- Children will develop confidence and resilience and be able to work well with others
- Children will develop the skills to resolve conflicts effectively, they will know how to respectfully disagree.

How can we provide a safe and secure learning environment?

This requires everyone to develop and model strong, positive relationships. Everything we do must be based on mutually respectful relationships with other members of the school community and if, for any reason, these break down, actively seek to repair and restore them.

In order for children to feel safe, the educational environment needs to be high in both nurture and structure. Children need predictable, consistent routines, expectations and responses to behaviour.

Golden Rules

At Tupton we have 3 simple rules:

- We keep everyone safe
- We try best and work hard
- We are kind, respectful and think of others

We believe that if everyone follows this set of rules, Tupton will be a safe and happy place to learn and work.

Rewards

Celebrating the achievements of all our children is an important part of life at Tupton Primary & Nursery Academy. Our children work hard, striving to achieve their best and are good role models of what it means to be 'Team Tupton' and this is recognised through our rewards system.

Possible Rewards:

- Verbal praise
- Dojo Points
- Dojo prizes
- Positive messages home
- Postcards home
- Headteacher's Medal
- Attendance certificates

- Reading certificates
- Pride Points

Managing Behaviour Expectations

When managing behaviour, we expect adults to respond in a non-judgemental, empathetic way that focuses on the emotional needs that drive behaviour itself and look at ways to support the child who presents in this way, as well as any parties who have been harmed/wronged.

We expect all staff to engage with restorative practices as these enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

We also expect all our staff to put in place procedures which:

- Understands, and takes account of children's individual circumstances
- Provide all children with the opportunity to reflect on their behaviour and make the correct choices
- Get to the heart of why children behave in the way they do
- Helps ALL members of the school to understand the impact of their behaviour and develop empathy
- Ensures that any sanctions are fair and proportionate
- Develop children's ability to self-regulate their behaviour moving forward.
- Addresses any unmet needs the child may have

Classroom Management & Restorative Meetings

The aim is always to keep a child in class, learning, but not at the expense of others in the class.

If a child is becoming de-regulated (off task) use emotion coaching techniques to help them regulate and return to the activity.

If these are unsuccessful there is the facility to call for support via the class radio. The child may be removed so the teacher can have a 'quick chat' outside the classroom (whilst the member of SLT remains inside with the rest of the class); this will help the child to 're-set' so they can return to their lesson.

However, if it is not appropriate for the child to return to the lesson, they may either be taken to the partner classroom or with the member of SLT.

In such cases the class teacher MUST:

- Ensure the child has appropriate work
- Contact the child's parent/carer and discuss the situation to see if there are any reasons why the child has become dysregulated
- Reflect on what could have been done to prevent the child becoming dysregulated (was the work too hard, too easy, was there something going on in their personal life you were unaware of?)
- Be proactive in having restorative meeting

Managing our Most Dysregulated Children

As an inclusive school we have some children who, for a variety of reasons, may become significantly dysregulated and present behaviour which challenges. All staff should make themselves aware of who these children are to try and avoid presenting them with 'triggers' to their anxiety and to understand the individual strategies that may help to calm the child and help them to become re-regulated.

Actions if Children Are Not Meeting Expectations

As part of any restorative meeting, it may be decided that a consequence is appropriate. It is important that for everyone to feel safe and secure in school, children understand there are consequences to poor choices. When deciding on an appropriate consequence, we consider the following:

- The age of the child and the ability to understand the choice that was made
- The severity of the behaviour
- How a consequence might improve future behaviour
- How a consequence might compensate the party who has been wronged or harmed
- Whether the behaviour is repeated

Examples of possible consequences:

- Catch up work: Extra work or repeating unsatisfactory work until it meets the required standards
- Missing break or lunchtimes: The child must be allowed to have their lunch, use the toilet etc to be prepared for the lessons after the breaktime. Children must be supervised during this time.
- Report: targets will be set and monitored by a member of the SLT at regular intervals during the day
- Restorative work:

Repair the damage that has been caused e.g. tidy up the mess that has been made

or

Help with a job round school usually with the adult who has dealt with the incident to help restore a positive relationship.

Recording and Monitoring Behaviour

Records of incidents should be added to Integris. These will be monitored by the SLT to look for any patterns or trends in behaviour.

Positive Handling

Tupton Primary & Nursery Academy believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions could be used. This is a last resort and rare but may be needed on occasion. The appropriate staff are trained to do this.

Suspensions and Permanent Exclusions

At Tupton, we actively try to find alternatives to a suspension. However, in the event of persistent poor behaviour and aggressive or dangerous behaviour a suspension or permanent exclusion will be given.

A suspension is for a specific period. A child may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. Suspensions can be for specific parts of a school day. For example, if a child's behaviour is disruptive during lunchtimes, a suspension can be put in place for the lunchtime period only.

The decision to suspend a child is never taken lightly and the school will use the time of the suspension to reflect on the incident and put measures in place to help avoid a reoccurrence on the child's return to school.

The child and their parents or carers will attend a meeting with a member of SLT before the child returns to school. This is usually before school on the day the child is due to return to school.

Permanent Exclusion

On very rare occasions the school may decide to permanently exclude a child. This decision will be made by the headteacher and is never taken lightly.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and -
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England. DFE September 2023)

Bullying

We use a range of measures to prevent bullying within the school community. Difference and diversity are celebrated to create a harmonious environment. Positive relationships between

children and adults, mean that children have adults that they can seek support and help from. Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable and will be taken seriously. They will be investigated, recorded on CPOMS and dealt with on an individual basis. All incidents will be dealt with restoratively with appropriate consequences, the relevant parties will be communicated with.