



*Being our Best Selves*  
**Ludworth Primary School**

# **BEHAVIOUR AND RELATIONSHIPS POLICY**

**January 2025**

<b>Date approved by Governing Board</b>	29 <sup>th</sup> January 2025
<b>Review Date</b>	January 2027

## **Principles**

We value each member of the school community in their own right, irrespective of ability, gender, sexual orientation, race or background, and aim to develop and foster their self-esteem to help them to become a valued member of society.

We are committed to developing and embedding the principles of Transformative Communication.

## **Aims**

We believe that a positively challenging approach to behaviour allows pupils and adults to enjoy a calm, nurturing and caring environment, enabling us as a school to support every child emotionally and academically to give them the best possible chance of success – whatever success looks like to that individual. This in turn will provide the opportunity for every member in our school community to become their best selves.

The approach outlined below focuses on teaching strategies to our children that empowers them to control, regulate and understand their own emotions and actions. The approach was developed by all staff at Ludworth Primary School. We understand that negative experiences create negative feelings, which in turn, can lead to negative behaviour. Children who demonstrate poor behaviour choices tend to develop poor relationships with children and adults. Our aim at Ludworth is to promote a positive sense of self among our children and to build positive relationships.

At Ludworth, we are committed to creating an environment where positive relationships are established between all stakeholders and this is at the heart of everything we do. All children and adults are expected to maintain the highest standards of personal conduct. They are taught to accept responsibility for their behaviour and encourage others to do the same. Through our PSHE curriculum, we aim to explicitly teach children how to regulate their behaviour through the zones of regulation process. Through our core values, we place an emphasis on respectful relationships so that kindness and happiness permeates through our school. Through Transformative Communication, we also help children to understand and recognise their unique strengths and how these strengths help them to be resilient and to overcome challenges both within the school environment and their lives in general. It is the responsibility of all adults in school to ensure that all members of our community adhere to the policy outlined in this document. We believe that a consistent, calm and clear whole school approach to managing and understanding behaviours allows for all our children and staff to thrive and work positively together.

## **Behaviour through our Ludworth Primary School Values**

Our school ethos and mission statement: *At Ludworth, we nurture and inspire children and staff to become their best selves; to develop and achieve their full potential, to be confident, happy and adaptable, and to contribute to an inclusive world.*

We are proud to have high expectations for all our children and staff; we expect children to be ready to learn by demonstrating an understanding of all six of our values: adaptability, independence, commitment, problem solving, communication

and determination. Our Ludworth values are recognised and celebrated through assemblies across Key Stage One and Key Stage Two; positive reinforcement strategies; recognition boards in classrooms, around the school and across our school website. Our values align and dovetail with our Transformative Communication approach. Teach Happy strategies and Seeds of Happiness wellbeing programmes are also incorporated into our children's curriculum at Ludworth with a focus on developing an awareness of our own self. Often the phrase 'person/human first, learner second' is used to signify our priority for every individual's wellbeing first to then subsequently allow their academic learning to be effective.

### **Behaviour as a choice**

We want our children to be empowered to take responsibility for their behaviour and understand that every choice made provokes reactions and responses from others. When positive behaviours are shown, children need to be made aware that their actions have been favourably received and this is done through recognition, rewards or positive affirmations of such behaviours. Similarly, when negative behaviours are presented, children must understand that there are consequences.

We recognise that there are behaviours that are '**conscious behaviours**' – ones which we choose. These are behaviours that are the result of thought or planning. For example – a child who uses disruption when faced with a difficult task may choose to shout out continuously if they think they will be asked to leave the classroom. The child may have no motivation to stay and complete the difficult task, so they may prefer the consequence of leaving.

Some behaviours are '**subconscious behaviours**' – ones which choose us. These are behaviours which present without any thought or planning. For example, a child who has got the answers wrong in class and feels embarrassed may experience rapid anxiety when faced with a similar situation. They are unable to manage these feelings which may drive a subconscious fight or flight response. This can also happen when children are over-whelmed.

Before dealing with behaviour, staff will consider which type of behaviour the child is displaying and respond with empathy, compassion and an appropriate level of challenge.

As an inclusive school, we understand that there are children who are neuroatypical. We understand that behaviours from children who are diagnosed or suspected of ADD, ADHD and ASD can express emotions and behaviours that can be perceived as inappropriate. We know that this behaviour is not always a choice and we will work with the child, family and school staff to help all children be successful in school, despite their behaviour.

### **Key factors in changes in a child's behaviour**

We recognise that at times a child's behaviour can change and that this can sometimes be an indicator of underlying problems. It is therefore necessary to find the cause of the problem, which may be one of the following reasons:

- a change in circumstances either at school or at home
- an upset with friends
- bullying
- poor health/medication
- tiredness
- special needs
- dietary factors

When a member of staff observes repeated unacceptable behaviour from the same child, or a change in behaviour, guidance is sought from the Senior Leadership Team. The member of staff and member of Senior Leadership will endeavour to meet any additional needs which may be causing the undesired behaviour. Where appropriate, they will meet with parents or carers to discuss these issues and a home-school communication book may be introduced. Further advice may be sought (with parental consent) from outside agencies such as the Inclusion Team.

### **Exceptions – Supporting children with SEND**

Ludworth Primary School recognises its legal duty under the Equality Act 2010 to prevent children from being at disadvantage. Consequently, our approach to challenge behaviour may be adapted to cater for children with specific needs. The school's SENDCo will work with the teachers and support staff to evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other, to identify or support the child's needs.

Children may be supported by 'MyPlans' or 'Provision Maps'. Whilst Ludworth recognises its duty of care towards the needs of the child, it also recognises its duty of care towards all children across school and the adults supporting the children's learning.

### **Expectations of adults**

#### **All adults in school will:**

- Meet and greet every child every morning
- Model positive behaviours and build relationships
- Use Transformative Communication and Superpower language throughout the day
- Engage in lessons that challenge and meet the needs of all learners
- Refer to our six Ludworth Values when giving praise to children
- Engage in reflective dialogue with learners

#### **Senior leaders will:**

- Meet and greet learners at the beginning of the day when possible
- Be a visible presence around school to encourage appropriate conduct

Support staff in returning learners to learning by sitting in on meetings when necessary

**Supporting staff in conversations:**

Regularly celebrate staff and learners whose efforts go above and beyond expectations

Encourage all staff to use Superpower language

Ensure staff training needs are identified and targeted

Support phase leaders in managing learners with more complex or entrenched negative behaviours

Regularly review provision for learners who fall beyond the range of written policies

**Practical steps in managing and modifying inappropriate behaviour**

Children are held responsible for their behaviour. Staff will use the 'the school regulation steps' for dealing with behaviour that is inappropriate. We recognise that people make mistakes with their behaviour. Our aim is to empower children to take responsibility for their own behaviour choices. We teach children how to understand themselves and therefore allow the children opportunity to self-regulate their emotions.

As we know that all children are individuals, we do consider this when following the relational process and so additional 'support steps' may be in place for when children require individual relationship plans or support from other agencies.

**Ludworth Primary School Regulation Steps – Classroom Version**

To be our best selves, we should show:

Adaptability

Independence

Commitment

Problem Solving

Communication

Determination

**It is never too late to be your best self!**

1	<p><b>Stage 1</b></p> <p>Proactive Transformative communication</p> <p>You might say,          “This is some challenging maths, so we will need our problem solving, critical thinking and focus to give this our best effort.”          Briefly add how those specific qualities will aid the class in the upcoming task.</p> <p>“I like how independent and focussed you’ve been to make such a good start. Well done.”</p> <p>“I noticed you’ve shown great determination to keep going and independence to focus on the work yourself.”</p> <p>“This is when you might need adaptability and problem solving” (briefly explain how those Superpowers could help)</p> <p>“Maybe you can show your determination and problem solving.” (briefly explain how those Superpowers could help)</p> <p>“That was a challenging task. I noticed (insert Superpowers)”</p>	
2	<p><b>Stage 2</b></p> <p><b>You are starting to move away from being your best self.</b>  <b>The 4Es – Empathy, Expectation, Empowerment and Evidence</b></p> <p>Adults will say,  <b>Empathy</b> - “I think you might be feeling over excited (or other possible driver behind the presenting behaviour - bored/angry/tired etc) and that must be difficult.”  <b>Expectation</b> - “I want you to sit back down”  <b>Empowerment</b> - the qualities needed to achieve the expectation (self-control/determination etc)  <b>Evidence</b> – Give an example of when the child has shown those qualities before.</p> <p>As a whole sentence - for example, when a child is shouting out during adult input,          “I know you might be bored, and this isn't something you are interested in. I want you to either put your hand up and wait if you have something to say, or sit quietly. You’ll need self-control and patience to do this because I do understand that you might be bored. Like last week when you sat through that assembly so patiently.”</p>	

3	<p><b>Stage 3 – Empathy, Consequences, Empowerment</b></p> <p><b>Child in crisis</b>  Example – a child has hit someone  <b>Empathise and give real options</b> – “I understand you must have been really angry to hit (name of child.)”  “What are your options here?” If child doesn't know, adult to highlight 2 options i.e. apologise or leave as is.  <b>Consequences</b> of both options - “What could be the positive consequences of you apologising?” if child doesn’t know, adult to say something like,  “it shows you are trying to solve the problem and the situation is less likely to continue. (Child's name) is more likely to forgive you. You might not be bothered about these things but those are the positive consequences of apologising.”</p> <p>“What could be the negative consequences if we go with leaving things as they are?” if child doesn’t know, adult to say something like,  “the situation will take longer to resolve, the consequence you get for hurting (child’s name) will probably be harsher, and (child’s name) is going to remain upset. Again, you might not be bothered by those consequences but those are the negative consequences of leaving things as they are.”</p> <p><b>Empowerment</b> - “if you choose to apologise that would take courage and communication skills as it’s not easy to admit you have done something wrong.”</p>	
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### **The use of internal seclusions or suspensions**

If behaviour continues to deteriorate or in cases of extreme behaviour, such as, but not limited to: verbal or physical aggression towards peers or adults; racial or homophobic language; destruction of school property; fighting and swearing, children may receive an internal 1 to 2-day internal seclusion. If this behaviour continues following a meeting with the Headteacher, a 1 to 2-day suspension may follow.

The use of internal seclusions where a child is asked to work away from their peers for a period of time, between ½ and 2 days as decided by the Headteacher. Parents will always be informed of any internal seclusion. During internal seclusion children will continue to complete their school learning tasks but in a space away from their cohort peers and during this time they will not be allowed to participate in playtime or lunchtime activities.

### **Permanent Exclusion**

After consultation with the Governors and the Headteacher, permanent exclusion will be carried out as a last response to a serious breach of the schools Behaviour and Relationships policy; and if allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

The Headteacher keeps a record of any child who is suspended, or who is permanently excluded on SIMS. It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered

fairly and consistently. These are reported to governors in their termly report. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools*, and that no child is treated unfairly because of race or ethnic background.

## **Promoting Good Behaviour and Respect**

### **Roles and Responsibilities**

It is the role of every adult in school to take responsibility for promoting positive behaviour choices across school. It is the responsibility of adults in school to ensure that all children are following the rules. If an adult is to witness inappropriate behaviour, it is up to that adult to ensure that an appropriate consequence follows.

### **Routines**

Class teachers are responsible for establishing clear routines within their classroom that promote good behaviour.

Children are expected to have their own water bottle to school each day. Water bottles are not to be refilled during lesson time. Class teachers are responsible for establishing an appropriate system for this.

Children should be encouraged to go to the toilet at playtimes only. However, teachers may use their knowledge of the child as required, for example, medical reasons.

In order to encourage children to be independent learners and develop a sense of ownership of their classroom, class teachers should ensure that their classroom is well organised and that resources are clearly labelled and accessible to all children. For example, well stocked and tidy pencil pots, clearly labelled drawers and cupboards.

Pupils are expected to complete work set by the teacher. If this is not possible in the lesson, then extra time has to be identified.

As a part of promoting readiness for learning, children are expected to take pride in their appearance and should be smart at all times. Class teachers will monitor that children are following the schools uniform policy. Failure to follow the policy may result in sanctions.



## **Rewards**

We place great emphasis on positive behaviour management and communicate our high expectations frequently to children. We aim to foster a sense of worth by rewarding good behaviour. There are many ways of rewarding good behaviour, the first principle being that children are always praised for good behaviour and the reason for this praise is made explicit and links to our Ludworth Values. We highlight good behaviour giving due consideration to the child's sensitivity and age. Class teachers establish agreed merit systems with their class at the start of the year. As a whole school we use Class Dojo to positively reward children.

## **Celebration Assembly**

Every Friday Key Stage 1 and Key Stage 2 celebrates a week of learning, where certificates are given to reward excellent effort, work, behaviour and attitude. This assembly is used to share the high expectations of all our children.

## **Behaviour at Break and Lunchtime**

We recognise that children need to relax at break and lunchtimes, but we expect the same high standards of co-operative play and considerate behaviour. Under normal circumstances, children should not be in the school building at playtimes and lunchtimes.

To support our aspirations for a healthy and happy lifestyle for our children, the school employs a lunchtime assistant to organise lunchtime activities, including sports activities where skills are taught and practised.

Year 6 Sports Ambassadors organise activities for all children to engage in. We are keen to promote as much physical activity as possible during play times and once way of ensuring all children are physically active as possible was through introduction of the Daily Mile. Ludworth was the first primary school in Stockport to sign up to the nationally recognised 'Daily Mile' programme, however, we have since developed our own version – a previous Sports Ambassador named it 'Smile for a While'. We encourage all our children to participate in this activity as often as possible.

At the beginning of each term, class teachers discuss and reinforce school and playground rules and base Circle Time discussion on situations appropriate to their class. The agreed rules in our behaviour policy apply at all times. All staff who are with our children during break and lunchtimes encourage and reward positive behaviour.

## **Preventing bullying**

Our clear rules, Transformative Communication approach, systematic rewards and sanctions all contribute to the prevention of all forms of bullying. Within the PHSE curriculum and planned assemblies all children are taught about self-discipline, respect and how to identify and tackle bullying and cyber-bullying. Please see our anti-bullying policy for further details.

### **Use of Team Teach Positive Handling**

There are circumstances in which for the safety of staff and of pupils, force may be required e.g. an adult will physically separate pupils found fighting or will intervene when a child is in danger.

All members of staff are aware of the regulations regarding the use of force by teachers and Ludworth follows the SMBC Care and Control Policy regarding restraints, guides and holds.

Staff will only intervene physically using reasonable force to:

- physically separate children fighting
- keep a child safe if they are at risk of hurting themselves or others
- remove a child from a classroom where learning is being significantly disrupted and they refuse to leave

Incidents of 'Team Teach' are always used as a last resort and applied using the minimum amount of force, for the minimum amount of time possible and used in a way that maintains the safety and dignity of all concerned. Restraints, guides and holds will only be used if it is felt reasonable, necessary and proportionate to do so. Team Teach is never used as a form of punishment, it is recorded on CPOMS and reported to parents and carers. This is also reported to the LA and governors in the Headteacher's termly report.

Positive handling will only be carried out by trained members of staff.

### **Working Together**

It is crucial that consistency throughout the school is maintained and that children are reminded on a regular basis of our code of conduct. We value the views of all those concerned with the smooth running of our school, in particular our parent partnership, and wish to consult with parents on a regular basis in order to hear their views.