

# LEAP FEDERATION



LEARNING EDUCATION ARTS PARTNERSHIP



## Relationships, Belonging and Behaviour Policy

(updated November 2024)

## **Relationships, Belonging and Behaviour Policy**

The aims of the policy are as follows:

- To practice a trauma-informed approach to behaviour management with care and consistency.
- To share with children, parent/carers and Governors the school rules, rewards and consequences.
- To create an environment in which good behaviour and learning are priorities.
- To reward children who follow the school rules.
- To strengthen home-school links by reporting on behaviour.

### **Statement of Intent**

Our federation's ethos is to promote children's moral, social, emotional and personal development so that they may become caring members of the community, and that will in turn enhance their ability to become effective learners. We believe that a positive approach to behaviour management helps children develop their own self-worth and therefore increase their ability to fully access the life of the school. We take a positive approach to behaviour and support children in developing an intrinsic understanding of rules and expectations and how these are vital for the whole community.

At LEAP we are trauma informed. We have created school cultures where staff are aware of trauma and its effects and where everyone is committed to supporting pupils who have experienced trauma. We place relationships and a child's sense of safety and security at the heart of the classroom experience and classroom management. We encourage nurture, warmth and empathy, even when a child is presenting with behaviours that feel challenging. We promote a sense of community and belonging and always take individual circumstances into account.

This policy gives all staff the structure necessary to effectively manage pupils' behaviour, restore relationships when things go wrong, create a positive classroom climate and increase academic success. It gives pupils the responsibility for reflecting on and managing their own behaviour through being presented with choices, making decisions and understanding the consequences. It gives parents guidelines as to what is expected of their child and enables them to have consistent feedback on their child's behaviour.

### **Our Anti-Racism Position**

LEAP adopts and supports the Hackney Headteachers anti-racism position below:

As Hackney Headteachers, we jointly affirm our full commitment and continued action to the best possible safeguarding of every child in our care, ensuring a safeguarding first approach always applies.

We know that we have already been doing work to eliminate racism in our schools but recognise that there is much work to be done. We recognise that Black and Global Majority children face racism in Hackney and beyond; we are committed to and will act on taking forward anti-racist practice.

In Hackney we are ambitious, caring and inclusive in working for every child. As educationalists we will work jointly, with our children, their families, our staff and with other professionals, particularly with our Black and Global Majority stakeholders, in building on the strong work already in our schools, towards being a beacon of excellence in inclusion and anti-racism.

We are committed to revisiting staff training and guidance to ensure that all staff:

- feel confident that their duty to safeguard the children in our care comes above any other need,
- understand, and are able to counteract, any assumptions or actions that may lead to children being treated unfairly or unjustly
- are able to act to protect children in crisis as if they were our own, seeking senior leader support if needed.

We are committed to supporting and challenging each other to ensure this happens.

### **Staff Responsibilities**

- To set out clearly with the children, the class rules, rewards and consequences.
- To inform parent/carers of class/school rules, rewards and consequences.
- To practise class/school rules, rewards and consequences with care and consistency to reward children who follow the rules.
- To report to the senior leadership team and parent/carers on behaviour patterns.
- To support children's understanding of their emotions and how to talk about, demonstrate and manage their own feelings in prosocial ways.
- To recognise that children with Special Educational Needs & Disabilities or children who have experienced trauma may need an adapted or personalised behaviour system.

### **Children's Responsibilities**

- To follow class/school rules in **all** areas of the school.
- To know that by not following class/school rules, they are choosing a consequence.

### **Parents/Carers Responsibilities**

- To support class/school rules, rewards and consequences in discussion with their children and staff.

- To meet with staff and senior leadership team to discuss behaviour patterns when requested and to work with school to implement support strategies (particularly when these involve home and school).

## **Rules**

The aim of the rules is to allow children to understand what is expected of them. It is necessary that these rules are actively modelled, taught and recognised by the teacher. For example, if a child is following instructions the teacher will model the expected behaviour by saying, 'Well done you are following instructions'. The emphasis is on choice. If a child breaks a rule, it should be explained that they are choosing not to follow the rules.

## **Rewards**

The system of positive behaviour management and its chance of success rely on the recognition of rewards. The use of praise is central to this approach. It means that adults have to be very vigilant and recognise achievements and children who are following the rules. Praise can take many different forms. It could simply be saying 'well done' or it could also be a non-verbal symbol like thumbs up.

The following are examples of rewards:

1. Praise
2. Sticker / Certificates
3. Reward token (green tokens/gold crowns)
4. Activity choice

## **Awards**

Awards are given every week in assembly - children being given awards receive a certificate in recognition of good learning behaviour and other achievements. This certificate is to be taken home and celebrated with their family. This is also celebrated across LEAP schools in the weekly newsletter.

## **Green Tokens / Gold Crowns**

Green tokens/Gold Crowns are awarded for outstanding learning behaviour in the classroom, conduct in the playground and around the school. Children who display excellent conduct in this way are awarded tokens/crowns by members of staff and praised for making us proud of them. Each class has a box and the children put the tokens/crowns into this and watch it fill up over the week. Each week, the tokens/crowns are counted and, during an assembly, we announce the winning classes who receive or work towards a reward, e.g. a cup in KS2 and a teddy in KS1/EYFS or other class-based rewards. In this way children are earning rewards for their class and classes develop a group drive towards improving behaviour.

Individual teachers may also operate whole class reward systems as long as these are in addition to whole school systems. For example, where classes fill a button

jar or achieve a specific target and these are rewarded with a treat chosen by the class and/or teacher.

## **Consequences**

We use the ***Stay on Green*** system for day-to-day management of behaviour. It is a visual aid for adults and children that charts the school's sanction system and supports the school rules and is directly linked to the reward of Golden Time.

The 'Stay on Green' system works as follows: Every child starts the day with a green card. A child can then receive a different coloured card to have an opportunity for reflection if they are not doing the right thing, children are always given the chance to correct their behaviour and move back to green. The card system works as follows:

**Verbal Warnings/Reminders** – A teacher will give a warning/reminder to the child that a specific behaviour needs to stop. This is repeated before any of the following cards are given (in the case of an extreme breach of school rules this may not be possible).

**Blue Card 1** – If behaviour has not improved, a blue card is put into the pouch in the classroom and the child has 2 minutes in the classroom reflection area, giving space and time for the child to consider how to make an improvement.

**Blue Card 2** – If behaviour has not improved, a second blue card is put into the pouch in the classroom and the child spends another 5 minutes in the reflection area.

**Yellow** – If behaviour has not improved, a yellow card is put into the pouch in the classroom and the child spends 5-10 minutes in another class, again to encourage reflection.

**Red** – If a child does not correct their behaviour after a yellow card, the next stage is a red card. At this point, a member of the senior leadership team (Headteacher, Deputy Head or Assistant Head) will discuss the behaviour with the child and they will complete a reflection sheet. A member of SLT is responsible for issuing a red card once the behaviour has been investigated. Parents and Carers are informed of red card incidents by phone with a follow up email/letter. If a child receives three red cards then parents/carers meet with a school leader to discuss this; should they reach five red cards then a meeting will be arranged with the Deputy Headteacher or the Headteacher. If a child receives six red cards, the child may be internally suspended from their class for a period of time.

If a child receives a red card, they then miss their next two break times which could include playtimes, lunchtimes, clubs or another appropriate measure as a consequence. The pupil is required to remain under supervision of school staff when their peers have been allowed to go to break or club. When used, it should be done so consistently and fairly by staff. This process should be well known to

all pupils and staff should allow reasonable time for the pupil to eat, drink and use the toilet.

**In cases of violence or extreme behaviour that puts staff, children or the child themselves at risk**, the child may go straight to a red card without going through the card system. The ultimate sanction is suspension from school for a period of days (previously referred to as fixed term exclusion) or permanently. This is at the discretion of the Executive Headteacher (for more information regarding suspension see Appendix 3).

Information regarding behaviour incidents is collected in all schools and passed to the senior leaders. The data is monitored and necessary action taken. All red cards are analysed and patterns of certain types of behaviour (e.g.: racism, bullying or harmful sexual behaviour) are used to inform provision for the child and to monitor types and patterns of behaviour to inform whole school planning. A red card analysis takes place termly and is reported to Governors. (for more information regarding types of behaviour see Appendix 1 and Appendix 2 and refer to LEAP CP policy)

### **Special Educational Needs and Disabilities**

This system does not always meet the needs of children with significant emotional and behavioural difficulties. It does however allow boundaries and clear expectations to be set. Children on the SEND Register with emotional and /or behavioural difficulties will still be part of the whole school system for behaviour, however it is necessary to be realistic about their ability to fully participate in it. With this in mind small targets will be set with these children to help move them toward the whole school system. This will be achieved through Individual Support Plans using small steps that feed into the whole school system for rewards.

If behaviour continues to be a concern a child may need behaviour monitoring or a more detailed plan which is reviewed more regularly and involves input from other agencies. This is called an Individual Behaviour Plan and may be supported by a behaviour flow chart which informs all involved staff and the child and parents/carers what the consequences are for different behaviours and how to manage presenting behaviour in a consistent way that is understood by all. Children will receive support to manage their behaviour as part of their individual plan. This can include Inclusion team support, such as Pastoral Manager led groups (e.g. Zones of Regulation work), learning mentor support, referral to the school counsellor, a Circle of Friends group and it may also involve referral to outside agencies such as the REU (Re-engagement Unit). This support is tailored to the individual child and regularly monitored and reviewed.

At LEAP we understand that emotions and feelings drive behaviour and that behaviour is a way of children communicating these feelings. There may be many reasons why a child does not follow school rules and it is important that these reasons are explored and considered so that adults can gain an understanding of what may have caused a child to break school rules/become dysregulated. At

LEAP this is done through a restorative approach following a red card; building and maintaining positive relationships so that effective learning can take place.

The following simple series of questions will be asked to gain understanding and for the child to repair harm and learn how conflict can be resolved. The same questions can be asked of the children who were harmed if this is relevant.

- What happened?
- Who has been affected and how?
- How can we mend the harm?
- How can we make sure this does not happen again?

### **Positive Handling**

If used at all, the use of reasonable force to control or restrain pupils will be used in the context of a respectful, supportive relationship with the child in order to ensure minimal risk of injury to children and staff. Hackney Education has adopted the term 'Positive Handling' to describe such interventions and LEAP schools also use this term.

The use of positive handling will only ever be used as a last resort or response to an emergency situation to prevent a child:

- Injuring themselves or others.
- Causing damage to property.
- Seriously disrupting a lesson or refusing to leave a classroom.

Where positive handling has been necessary, the incident must be logged on the behaviour record or positive handling log. Parents/carers will be informed when this has occurred. Complaints relating to the use of physical intervention will be reported to and investigated by the Executive Head Teacher.

### **Searching, Screening and Confiscation of Banned Items**

Staff and others with authority follow the advice published by the DfE in 2022 regarding their powers to screen and search pupils for items that are prohibited or banned from school. [Searching, screening and confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

### **Nursery**

Children in the Nursery will be introduced to the idea of rules, rewards and consequences. They will start to learn about the Zones of Regulation and will be encouraged to think and discuss with staff about the choices they make with their behaviour. Due to the developmental stage of the children the focus in the nursery will be on clear rules and expectations that the children need to understand. They will have clear rewards and consequences, which will be age related.

## **The Role of External Agencies**

We are, on a regular basis, in discussion with external agencies including the Educational Psychology team, Hackney Re Engagement Unit (REU) and other relevant professionals (e.g. CAMHS, Traveller Team) regarding both individual children and whole school issues. Parents/Carers will be asked for permission if the above agencies are involved from outside school.

## **Classroom Environments**

Classroom organisation and management is key in promoting positive behaviour. LEAP schools therefore maintain a positive learning environment and this is regularly monitored. School rules are displayed throughout each school and rewards and consequences are on display in classrooms. In addition, each classroom has a dedicated reflection area where children experiencing behaviour difficulties have time to reflect and consider ways in which to improve their behaviour.

Behaviour for learning is a regular focus of whole school CPD to ensure that policies and procedures are up-to-date and being implemented consistently and effectively. This will allow for discussion and review of existing practices and highlights what is working and what is not. In this way approaches to managing behaviour are reviewed and updated to ensure that they are effective and meet the needs of our children.

Updated: November 2024

Next review planned: November 2025

Head Teacher:

Chair of Governors:



## **APPENDIX ONE**

### **LEAP Anti-bullying document**

#### **Context:**

Bullying is a complex problem involving the bully and the victim as well as the whole school community. Bullying is always regarded as unacceptable and any cases of bullying are treated as serious. Our federation's ethos is to promote children's moral, social, emotional and personal development so that they may become caring members of the community, and that will in turn enhance their ability to become effective learners. Teaching and learning can only take place effectively in a safe, caring environment. Our aim must be to achieve this within our school environment.

#### **Definition:**

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

#### **Forms and types of bullying covered by this policy:**

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying

The LEAP federation recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

### **Strategies for the Prevention of Bullying:**

#### **Around the school**

- Consistent implementation of the school rules.
- Anti-bullying week each year and termly assemblies on this topic.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- All staff modelling a caring and positive ethos between all members of the school community.
- Actively create “safe spaces” for vulnerable children and young people.
- Displays and posters around school clearly identify who children can talk to if they have any concerns.

#### **In the classroom**

- Similarities and differences, understanding bullying, accessing help, stereotypes, conflict resolution and developing empathy are explicitly taught in Jigsaw PSHE Piece 2 ‘Celebrating Difference.’
- Friendships, appropriate boundaries, accessing help, conflict resolution, managing changing relationships, relationship with self and relationships with technology are explicitly taught in Jigsaw PSHE Piece 5 ‘Relationships.’

#### **In the playground**

- Staff in the playground are clear on school procedures about behaviour.
- Staff model positive playground interactions with children.

### **Reporting Incidents of Bullying:**

#### **Children**

- Children should report any incident experienced or observed by them immediately to an adult.
- If a child sees someone being bullied they should not join in or watch but try to help the victim or get an adult.
- Tell someone at home.

#### **Staff**

- Report to Senior Leadership Team (SLT) any bullying behaviour reported to you or observed by you, on that day, or during the time that the incident is taking place.
- Always report any behaviour that you feel may be bullying behaviour or children that you feel may be at risk from bullying behaviour.

## **Parents/Carers**

- Listen to your child and encourage them to talk about school.
- If your child tells you that they are being bullied at school OR you feel that it may be happening, please report it to a member of staff immediately.
- Agree a time to meet again with the teacher to ensure it has stopped.
- Do not deal with the issue on your own, as bullying is a whole school responsibility.

## **Responding to bullying:**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns. The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will communicate with parents/carers and investigate. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

## **Supporting pupils:**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a learning mentor.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through CAMHS.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term suspension.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, CAHMS.

This Anti-Bullying document is also informed by preventing and tackling bullying (Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies, July 2013, updated 2017), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, 2018 and Keeping Children Safe in Education, 2023) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised 2014). The Jigsaw Programme meets the DfE PSHE Statutory Guidance which came into effect Sept 2020.

## **APPENDIX TWO**

### **LEAP Harmful Sexual Behaviour (HSB) document**

#### **Context:**

We have a zero-tolerance approach to sexual violence and sexual harassment, and therefore all sexual misconduct is treated extremely seriously. This is anything that involves sexual behaviour towards an adult or another child in the school. We understand that the 'victim' and the 'alleged perpetrator' can both be equally harmed by any sexualised behaviour and treat both as 'victims'. Our ethos is to promote a healthy attitude to all relationships, free from unwanted sexual behaviour. We want all children to feel safe and secure in school and able to tell an adult if anything happens to them.

#### **Definition:**

Sexual harassment is 'any unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside the school. This can occur between any two children of any age and sex. Sexual harassment is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Verbal behaviour can include:

- Telling sexual stories,
- Making lewd comments,
- Making sexual remarks about clothes and appearance
- Calling someone sexualised names
- Sexual 'jokes' or taunting
- Unwanted sexual comments/messages on social media

Physical behaviour can include:

- Deliberately brushing against someone
- Interfering with someone's clothes
- Displaying pictures, photos or drawings of a sexual nature
- Sharing of unwanted explicit material
- Sexual exploitation, coercion and threats

A sexual assault occurs if someone intentionally touches another person and the touching is sexual. This can cover a wide range of behaviours and can include:

- Kissing someone without their consent
- Touching a person's bottom, breasts, genitalia
- Upskirting (a criminal offence)

#### **Strategies for the Prevention of HSB (Sexual violence and harassment):**

##### **Around the school**

- Consistent implementation of the school rules.
- Discussion of healthy relationships during SRE week

- All staff modelling a caring and positive ethos between all members of the school community
- Making sure that adults can see all areas of the playground at playtime
- Keeping main door (not individual doors) of bathrooms open
- Adults being vigilant and monitoring when children are in the toilets
- Displays and posters around school clearly identify who children can talk to if they have any concerns about anything.

### **In the classroom**

- Friendships, appropriate boundaries, accessing help, managing changing relationships, relationship with self and relationships with technology are explicitly taught in Jigsaw PSHE Piece 5 'Relationships.'

### **In the playground**

- Staff in the playground are clear on school procedures about behaviour
- Staff can see all children – there are no 'hidden' places
- Staff model positive playground interactions with children and with each other.

### **Reporting Incidents of HSB (sexual violence and harassment):**

#### **Children**

- Children should report any incident experienced or observed by them immediately to an adult
- Children should report any incident that another child tells them about to an adult at school or at home

#### **Staff**

- Report to Senior Leadership Team (SLT) any HSB reported to you or observed by you, on that day, or during the time that the incident is taking place.
- Always report any behaviour that you feel may be HSB or children that you feel may be at risk from HSB.

#### **Parents/Carers**

- Listen to your child and encourage them to talk about school.
- If your child tells you that they are experiencing HSB at school OR you feel that it may be happening, please report it to a member of staff immediately.
- If your child reports an incident of another child experiencing HSB, please report it to a member of staff immediately
- Do not deal with the issue on your own, as HSB is a whole school responsibility.

***See LEAP CP policy for information regarding reporting and responding to Harmful Sexual Behaviour***

## **APPENDIX THREE**

### **Exclusions document**

If a serious incident occurs, pupils may be excluded or suspended (previously referred to as fixed term exclusion) from the school by the Headteacher, in line with the Borough's 'Exclusion Guidelines'.

LEAP schools have adopted the Hackney Education guidelines on exclusion. In consultation with the Headteacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class this is called 'internal exclusion'. Pupils may also be excluded from lunchtimes/playgrounds. Pupils may also be suspended from school or excluded permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of suspension parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

LEAP schools aim to make minimal use of suspensions and exclusions and our exclusion rates are always very low. However, we are fully aware of the disproportionality in the exclusion of pupils from a Black and Minority Ethnic background across the borough and in other aspects of society. Careful consideration will always be given to the exclusion of a pupil. Staff have undertaken training to raise their awareness of unconscious bias in the implementation of the behaviour policy.

Headteachers will follow the updated guidance on exclusions and suspensions Sept 2022. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/107111/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement.pdf)