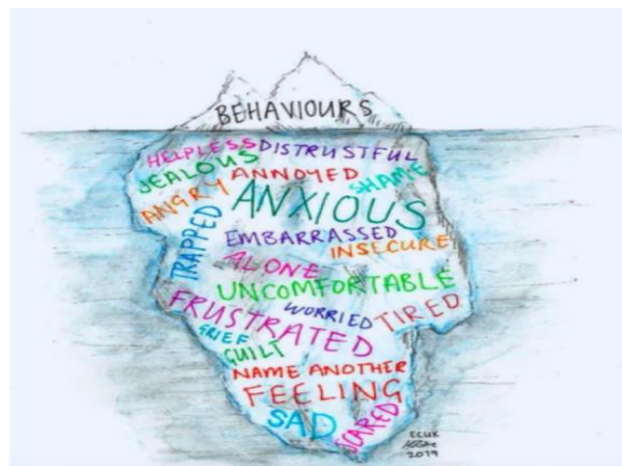


# Two Gates Primary School Relationships and Behaviour Support Procedures

*‘Love Children, Love Learning’*



## Our Vision

*Our shared vision at Two Gates is for all pupils to attain the very best outcomes in terms of their academic achievement and personal development. The school motto is Love Children, Love Learning and this is at the heart of all we do at Two Gates. Being at Primary School should be a happy and fulfilling time for every child. Our job is to make sure this happens by providing a nurturing, safe environment and an ambitious, accessible curriculum.*



## Our Ethos and Approach

Two Gates Primary School is part of the Arthur Terry Learning Partnership, which has an overarching [Relationships and Behaviour policy](#). The procedures in this document are specific to Two Gates Primary School. Both these documents explain how behaviour is promoted and managed within our school.

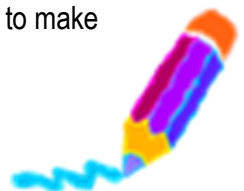
We are committed to promoting the physical, mental and emotional welfare of every child. Our aim is that all our children and their families experience **equity, understanding, belonging and love**. Children are at the heart of everything we do. We seek to intentionally focus on listening to children and their families and understanding their concerns so that we can address them and remove any barriers to learning, attendance and good behaviour. Our behaviour strategy is relational and focuses on securing positive relationships with and between children to create an inclusive culture with calm, safe and supportive environments conducive to learning across its schools, and conducive to our children becoming effective and responsible citizens.

### We believe that:

- every child should be given the opportunity to develop a sense of personal responsibility for their own actions, as all children are capable of growth, change and development and
- every child has the right to learn in a calm environment conducive to learning.

We believe in the value that every member of the school community contributes, and as a result we insist on a constructive partnership between staff and children in which both can expect courtesy, respect and high behavioural standards. These procedures have been developed in reference to the [ATLP Relationships and behaviour policy](#) which references the [DfE Behaviour in schools guidance](#) September 2022. It also takes account of [Suspension and permanent exclusion guidance](#) September 2023, [Searching, Screening and Confiscation](#) and [Use of reasonable force](#) in schools.

At Two Gates Primary School, we believe that **all behaviour is a form of communication** and it is our role to identify behaviours and then understand what the behaviour is communicating to us. We are **kind, compassionate** and **curious** in our approach. And whilst all emotions are '**acknowledged**' and '**accepted**', our children are **supported** to understand the impact of their emotions upon themselves and those around them. We empower children to make



good decisions whilst supporting them to use alternative, safer, more successful strategies to regulate their emotions, form relationships and fully engage in their learning. And then we celebrate this together.

Our approaches are both inclusive and restorative in approach. Above everything else, we prioritise the importance of **building, maintaining and repairing relationships**. We use a **proactive, positive** and **problem solving** approach in order for our children and adults to learn together. We **build bridges** and **work with** our children and families in order to promote positive and long lasting change.

We are fully **inclusive** in our approach and understand that like other areas of the school curriculum, positive behaviour strategies need to be taught through addressing the underlying **social and emotional skills**. However, we respect the **neuroscience** and are aware of the order that is required to support children who have been affected by trauma and adversity. We also accept that based upon individual needs and life experiences, children will require differing levels of input and support. Therefore, like in other areas of the curriculum we adopt a 'differentiated approach' to behaviour management.

We believe that we have a **shared responsibility** to provide the very best learning environment for our children in order for them to flourish and grow into **kind, responsible and caring individuals** and we believe that everyone has a part to play in achieving this vision.

Therefore we place a high focus on adult behaviour, training and support, expecting our staff to prioritise and model relationships and emotional regulation at all times. In essence, **our behaviour strategy starts with us** and with our own behaviour, values and attitudes.





## Our Values

We have prioritised the following school values from the Schwartz Universal Human Values to engage with in learning and underpin all policy and practise:

### KS1 & 2

	<p><b>Sense of Belonging:</b></p>	<p>We can be ourselves and know we are safe and valued in our school community.</p>
	<p><b>Ambition:</b></p>	<p>Team Two Gates knows no limits. We are determined to achieve our goals!</p>
	<p><b>Curiosity:</b></p>	<p>At Two Gates we are curious learners. We explore, investigate and ask questions because we want to know more and more.</p>
	<p><b>Self-Respect:</b></p>	<p>We believe in our own worth and take good care of ourselves. We will use our voice to speak up for ourselves.</p>
	<p><b>Protecting the Environment:</b></p>	<p>Team Two Gates knows it is our responsibility to act now to protect and preserve our world for the future.</p>
	<p><b>Being Healthy:</b></p>	<p>We make healthy choices for our bodies and minds.</p>
<p><b><u>KS2 additional values:</u></b></p>		



	<p><b>Responsibility:</b></p>	<p>We know it is important to be reliable and trustworthy, so people know they can count on us.</p> <p>We make thoughtful decisions and take ownership of our actions and words.</p>
	<p><b>Broadmindedness:</b></p>	<p>We are willing to listen to other people's opinions and beliefs that are different from our own; we understand why some people may behave differently.</p>

We actively promote the following fundamental British values within our curriculum and wider school offer and experiences:

- Democracy
- Rule of law
- Individual Liberty
- Mutual Respect & Tolerance

## The Strategy

Our procedures recognise the significance of social and emotional development as a precursor to understanding and developing positive behaviours in school. They also recognise the impact of early childhood experiences and brain development in determining how and why children behave as they do. Our procedures outline a consistent approach across our school and enable children, parents and staff to understand our approaches to supporting children with their behaviour. They recognise that for some pupils, variance on these approaches will be required in order to meet any specific needs.



## What Research Tells Us

We take into consideration Maslow's hierarchy of needs – the 5 stages of human need that motivate our behaviour:

We recognise that children need to have their physiological needs met first. They also need to feel safe - physically, socially and emotionally before they can begin to foster kind, compassionate relationships with other children and adults. We place the importance of positive, affirming and trusting relationships at the centre of our school ethos. We recognise that relationships have a great impact upon social, emotional and mental health and we accept that children need to feel safe, secure, well connected and valued in order to build up the self-esteem and confidence that they need in order to learn.



### Relational Practice

Relational practice is used as an umbrella term for the approaches used across all schools. Within this practice we seek to be trauma informed, attachment aware and promote restorative practice. We understand that behaviour is a form of communication, and knowing our children well allows staff to respond in the most appropriate way to create a culture of high expectations of behaviour. Through positive relationships, being explicit in our teaching about the way we expect all members of our community to behave and role modelling positive behaviour we will establish inclusive, calm, safe, and supportive environments conducive to learning across all schools. Children should be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working in a relational way is a whole-trust approach that places the building, maintaining and repairing of relationships at the centre of how the organisation works. It involves providing a culture of inclusivity and belonging throughout the organisation. Relational practice ensures that every voice in school is heard. It encourages children to treat others with respect and to understand why relationships are important.

Our relational approach helps children:

- form positive relationships
- understand how their actions can affect others
- develop positive characteristics they can use in and out of school
- understand themselves and each other better
- learn why it's important to see another person's point of view
- see that we all learn through making mistakes as well as through being successful
- repair relationships with other children and staff following an incidence of poor behaviour, conflict or relationship breakdown

By promoting a relational approach to behaviour, and through setting high standards of expected behaviour, the Trust and its schools aim to:



- support children to achieve the awareness outlined above;
- promote positive relationships that safeguard and promoted the welfare of children, creating inclusive and effective learning environments;
- maximise the quality of the learning experience of all children enabling everyone to learn effectively;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment in which everyone feels safe;
- support children whose behaviour in the school environment is challenging or who may find friendship and co-operation difficult.

## Whole School Approaches

### Relationships

***“No significant learning occurs without a significant relationship.”***  
***(Dr. JP Comer)***

We recognise that strong relationships are vital for the development of children’s social and emotional needs and as such, relationship building is our most important and effective tool in supporting children’s behaviour. We expect all members of staff to be **approachable, attuned** and **responsive** to children’s needs and be available to **listen and support** children in order to build up mutual trust and respect. We know that children need to feel **safe, secure and stable** in order to learn, and for this to happen, there needs to be a sense of connection between adult and child. This may be achieved through simple acknowledgement, through meeting and greeting every child in the morning, and through showing them through words and actions that you have them in your mind, care about them and what they are doing. This is important for all children but particularly those who have insecure attachments.

## Inclusive Quality First Teaching

### High expectations

***“High expectations, high challenge, high support”.***

We have high expectations for all our children whilst also recognising some children have specific unmet needs and skills that require reasonable adjustments and a more personalised approach. Like other areas of the curriculum, we adopt a ‘differentiated approach’ to discipline.

Our expectations are embedded in our school rules.

### **School Rules**



Our school rules are based upon the three principles of being Ready, Respectful and Safe. These are taken from the research conducted by in his book *When the adults change, everything changes*. They have been developed with school staff and pupils to reflect and meet the needs of our school. They are as follows:

Ready, Respectful, Safe ideas

	<u>Ready</u>	<u>Respectful</u>	<u>Safe</u>
What does this look like.	We are ready to learn and try our best.	We are respectful to each other and school property.	We keep ourselves safe in and out of school, and online.
WHOLE SCHOOL	<p>I arrive at school on time, every day.</p> <p>I wear the right school uniform and PE kit.</p> <p>My iPad will be charged to at least 90%.</p> <p>I have the equipment I need to start my learning.</p> <p>I come into the classroom calmly and sit in the correct seat or carpet place.</p> <p>I show that I am listening.</p> <p>I manage any distractions so I can keep focused.</p> <p>I line up in line order.</p> <p>I move to a new activity when asked.</p>	<p>I use my manners.</p> <p>I look after <u>school</u> property and my classroom.</p> <p>I use everyone's proper name.</p> <p>I treat others how I want to be treated myself.</p> <p>I stop talking when an adult raises their hand.</p> <p>I listen when others are speaking and wait for my turn to speak.</p> <p>I choose my words carefully when I speak to others.</p> <p>I respect that everyone has different beliefs, backgrounds and ideas.</p> <p>I understand that people might look different and have different needs, but we all feel the same emotions.</p>	<p>I am in the right place at the right time.</p> <p>I keep my classroom and resources tidy.</p> <p>I stay safe online.</p> <p>I talk to a trusted adult when I'm worried about something.</p> <p>My actions keep myself and others safe.</p> <p>I follow school routines for moving around school.</p> <p>I make safe choices in my community.</p>

**All staff** should model these expectations at all times. Where children have difficulty meeting these expectations, it is our duty as staff to form the appropriate relationship in order to teach and support the child through the learning process.

**In return pupils can expect:**

- To be greeted at the gate as you arrive at school and as you go into class
- To be thanked for being ready, respectful and safe and earn Dojos
- To be praised in public and to reflect in private
- To be celebrated in assemblies and at other special events
- To be supported to make better choices if you need help
- To be able to learn and become the best version of yourself

**Predictable Routines**

Staff should ensure **clear and consistent routines** for their classroom and for when their children are around the school. These expectations are reinforced throughout the school day, assemblies and daily interactions with children. It is **everyone's responsibility** to challenge and support children where these expectations are not met but equally to





comment positively when they are. A high focus on routines ensures that low level behaviour issues are pre-empted and that children feel safe and secure knowing clearly what is expected at all times.

The scripted routines we currently have in place for:

- Assemblies
- Lining up at the end of break and lunchtime
- Moving around the school at lunchtime

## Restorative Responses

***“Why attempt to crush behaviours with punishment when you can grow better ones with love?” (Paul Dix)***

### General Classroom Management Strategies

The following strategies are our universal whole school strategies developed with all children in order to support them with making positive behaviour choices. Once again, we recognise that some of these strategies will need to be adjusted for children with individual needs, including those with regulatory and/or developmental difficulties.

### Celebrating success

Our expectations of all children are high so in order to recognise the efforts of children who go above and beyond, a special ‘Star Award’ assembly takes place every week. This celebrates pupils efforts in their learning and attitudes and link into our school values.

Class dojo points and individual dojo points are used to praise pupils in class by class teachers, support staff, lunchtime staff to recognise individual efforts in learning and social interaction with adults and other pupils. Pupils are also recognised for living our school values. Teachers ensure all pupils are recognised and rewarded fairly.

Each week, pupils who have achieved class dojos are randomly selected for behaviour breakfast. They are invited for a special breakfast with our Headteacher Mrs Llewelyn-Cook or a member of the senior leadership team in her absence one morning before school. This takes place weekly.

Staff also use other rewards to motivate and reward pupils such as:

- verbal praise
- stickers on books and jumpers
- stampers and written comments on work
- send child/children to other members of staff for praise



- informing parents of their child's success – verbally or on Class Dojo
- send child/children to the Headteacher for verbal praise and stickers

Each term pupils are rewarded for reading and homework:

### Reading

Pupils receive certificates and rewards for reading regularly and completing the reading Bingo! Sheet.

Rewards include:

- A bronze certificate for completing the 4 corners of the Bingo sheet.
- A silver certificate for completing a line on the Bingo sheet and a pencil or bookmark reward.
- A gold certificate for completing a full house on the Bingo sheet and one of the following termly rewards:
  - A book of their choice presented to them in assembly.
  - Watch a film related to one of the key authors studied such as Roald Dahl.
  - Have some additional playtime.

Any pupils who achieve gold in all 3 terms of the school year receive a special gold reading badge.

### Homework

Staff select pupils who have completed their homework regularly and/or to a high standard to be presented with a homework award certificate in assembly.

### Sports Tokens

Pupils can earn sports tokens for displaying excellent sportsmanship when playing with their peer at breaktime and lunchtime, in PE lessons and for representing the school at after school sports competitions.

### Children's University

Pupils successes and hard work outside of school are recognised through Children's University.

Children's University is a charity that works in partnership with schools to develop a love of learning in children. They do this by encouraging and celebrating participation in extra-curricular activities in and outside of school. The impact of these activities is proven to be positive which is why we're committed to creating a level playing field of opportunity and opening up access to children of all backgrounds.

### Emotion Coaching

#### ***'High Empathy, High Guidance'***

In response to behaviours which cause concern, we have agreed procedures to follow, ensuring that we are applying trauma informed strategies.



If a child displays behaviours that are unsafe, unkind and/or disrupt learning, then we quickly and effectively recognise that the child is showing signs of stressed behaviour and we support the child to regulate their stress. It is important to remember that “All behaviour is a form of communication.” We will therefore be looking for the reasons for the behaviour, in order to support the child rather than punish them.

Emotion coaching helps children to recognise and understand their own behaviours through helping them to:

- Recognise and understand the different emotions they experience
- Understand why these emotions occur
- Understand whether these emotions are helpful to their learning
- Learn how to handle their emotions differently
- Problem solve and plan steps to support them with their behaviour

It follows a practical three step approach that helps adults to deal with behaviour in the moment, without damaging children’s self esteem and it encourages a learning approach in order to support children with their choices in the future (See Appendices – Emotion Coaching). In order for this approach to be successful, all staff need to recognise that **emotional times are opportunities for learning**. Staff are required to be **reflective** and consider what emotion is driving the children’s behaviour.

**Step 1:** Recognise, empathise and validate the emotion.

**Step 2:** Set limits on the behaviour. Discuss and explain the boundaries.

**Step 3:** Problem solve with the child and support the learning process.

All staff should utilise this approach as a first response to dealing with children’s behaviour. The intensity of the approach and the time invested will depend upon individual circumstances and the needs of the child.

### Peer Mentors

We train pupils to become peer mentors in school who support and guide pupils who may need it for a variety of reasons. This may include helping support a pupil who needs a friend, someone to talk to, someone to help them be calm, someone to listen or someone to ask advice. Our peer mentors play alongside their mentees during social times such as playtime and lunchtime.

### Further support for behaviour that is impacting upon learning and/or safety of themselves and/or others:

Stage:	Action:
<b>Class Instruction</b>	<ul style="list-style-type: none"> <li>• To the whole class – a reminder of expectations, rules and desired behaviour.</li> <li>• Clear instruction given.</li> <li>• Consistent approach taken to all.</li> <li>• Link to positive praise and rewards.</li> </ul>



	<ul style="list-style-type: none"> <li>• Strong relationships</li> </ul>
<b>Time to think: Private verbal reminder</b>	<ul style="list-style-type: none"> <li>• Clear verbal reminder given privately – explaining to the child why we are speaking to them, making child aware of any logical or natural consequences.</li> <li>• Affective Statements.</li> <li>• Simple adjustments made to support the child.</li> </ul>
<b>Verbal (yellow) warning</b>	<ul style="list-style-type: none"> <li>• The pupil is given a verbal warning privately on a 121 basis.</li> <li>• Further clarification is given to the child as to why.</li> <li>• Further adjustments made to support the child.</li> <li>• Supportive adult intervention may be required.</li> <li>• Emotion coaching may be used if pupil is dysregulated.</li> </ul>
<b>Restorative conversation at lunchtime</b>	<p>An explanation is given to pupil as to why a restorative conversation at lunchtime is needed.</p> <ul style="list-style-type: none"> <li>• Restorative Conversation/Circle</li> <li>• Restorative circle (if needed)</li> </ul> <p>This conversation is with the Headteacher or a member of the Senior Leadership Team and where appropriate may include the staff member or pupil/s who have been impacted by the behaviour.</p> <p>All behaviours resulting in a restorative conversation and all behaviours causing concern are recorded on our behaviour logging and tracking system which is called My Concern.</p> <p>Parents are informed via telephone conversation or in person (or if agreed the via Class Dojo) that a restorative conversation has taken place.</p>

## Further Strategies

<b>Natural Justice &amp; Logical Consequences</b>	<p>We use natural and/or logical consequences to teach children about the impact of their actions and to find ways to repair relationships and move forward. Where possible, children should be taught through the use of consequences that occur naturally from their behaviour. One example is tidying up a mess that has been made or fixing an object that has been broken. Consequences should only be discussed when the child is calm enough to reflect upon their behaviour, understand the impact of their actions and plan what can be done next. For maximum learning opportunity, consequences should always be supported by an adult. Using a restorative approach, the child should be supported to understand and accept the consequences of their actions.</p>
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	<p>Children should never be 'forced' to apologise until they are ready. Some children may want to apologise immediately and others may prefer a break. They may be offered suggestions and ways that they can show that they are sorry and they should select the most appropriate and useful response.</p> <p>Under no circumstances should children be 'shouted' at and no further sanctions will be applied without the consent of the Head Teacher or other senior member of staff.</p> <p><b>Circle Time</b> Class circle times and small group circles are used as an opportunity to reflect upon behaviours that may affect the whole class, groups of children or individuals. Within the circle, children should feel safe enough to have their voice heard and express their feelings. It is important for everyone to listen carefully and respect basic rules. At times, it may be appropriate for smaller circles to take place with children and key members of staff in order to explore more specific issues that require a unified approach.</p>
<b>Return to learn</b>	<p>Pupils who have been unable to learn due to dysregulation will be supported in returning to learning as soon as possible and once regulated again. Staff will re-connect with pupils, check that the pupil is ready to return to their learning if they have had space away and provide additional support and/or scaffolds if required in the learning.</p>
<b>If pupils struggle to regulate</b>	<p>An emotion coaching approach is used wherever possible. Pupils are invited to come away from triggers and access safe and calm spaces. Staff support with co-regulation Where appropriate, the triggers are discussed and adjustments made wherever possible to avoid or learn from those triggers. If a staff member needs to use a positive handling strategy, this is used as a last resort to keep that child or other children safe. See the use of positive handling section of the <a href="#">ATLP Relationships and Behaviour Policy</a>.</p>
<b>Parental involvement</b>	<p>Parents will be informed if a restorative conversation has taken place. Parents will be informed if a pupil has struggled to regulate and what was done to support them. Parents may be invited in to support with pupil behaviour. Parents will be invited in to discuss behaviour where necessary and discuss adaptations to support the pupil.</p>
<b>Adaptations to day and/or environment</b>	<p>Some pupils may need a different approach to their learning, their learning environment or their day and examples include: Individual timetables/routines Different working spaces Different social spaces or times Additional resources Additional adults</p>



<b>Lunchtime support</b>	We run a lunchroom where pupils who are finding lunchtimes or a part of lunchtimes difficult. Some pupils will access the lunchroom for part of their lunch break and some for all of the lunchbreak. Where the latter is the case, pupils are given an alternative time to be active. The lunchroom is a staffed calm room with games and sensory resources to support with play and self-regulation.
<b>Behaviour Plans</b>	Occasionally individual behaviour plans are needed to support pupils to be successful in school. These are written in conjunction with the pupil and their parents. This will identify successful elements of behaviour to be encouraged and improved. Behaviour plans are designed to be used over short periods of time and are reviewed and updated regularly with parents.
<b>De-escalation plan/Risk Assessments</b>	On occasions, a de-escalation plan or risk assessment may be required for individual pupils. Parents will be informed and the risk assessment will be explained to them.
<b>Reporting Serious Incidents</b>	<p>Where there is an incident where a child is exhibiting behaviour which becomes unmanageable or unsafe, immediate support will be sought from another member of staff or member of the Senior Leadership Team, who will investigate and decide on the next steps of action. All staff collectively take responsibility for the behaviour of pupils and support one another as and when required.</p> <p>A 'My Concern' entry will be completed by the person who initially dealt with the incident. This allows a record of the incident to be made and appropriate support and/or reparation to be planned for.</p> <p>If the member of staff has used a Team Teach intervention then they are required to complete a record of this on My Concern which should be reported to the Headteacher. See the use of positive handling section of the <a href="#">ATLP Relationships and Behaviour Policy</a>.</p> <p>If an allegation is made of aggressive behaviour, bullying, racist or homophobic/transphobic behaviour, the Headteacher should be informed and the matter investigated. In this instance, a My Concern entry will be completed by the Headteacher or a member of the Senior Leadership Team or the person in charge at the time. The entry should detail what was found out, any conclusions and any further necessary actions to be taken.</p>
<b>Part time timetable</b>	On rare occasions it may be in the best interests of the child to attend part time. Parents will be fully involved in this process.
<b>Alternative provision</b>	On rare occasions it may be in the best interests of the child to attend an alternative setting full or part time. Parents will be fully involved in this process.



**Suspension and Exclusion**

Suspension and exclusion is avoided wherever possible. Please see exclusions policy.

**Suspensions and exclusions**

Two Gates recognises the long term adverse outcomes of children who are suspended and/or permanently excluded from school and we take every opportunity to prevent these. When a child demonstrates behaviour that **persistently disrupts the learning of others or commits serious offences that put other members of the school community at risk of harm**, the Head Teacher has a responsibility to consider and respond to the needs of the individual and of the whole school community. Suspensions will only ever be used as a very last resort and when every other form of support and intervention have been exhausted.

This approach provides the best opportunity for children to change their behaviour and to come back from the risk of permanent exclusion. It requires a team approach and families are considered key partners in working for positive change and resolutions and to maximise success.

Other relating policies:

- Complaints Policy
- Suspension & Exclusion Policy
- Uniform Policy
- SEND Policy
- Safeguarding Policy
- Equality & Diversity Policy & Anti-Racism Appendix
- Online / e-safety Policy
- Anti-bullying policy
- PSHE curriculum
- Acceptable Use Policy
- Staff Code of Conduct

