

# Positive Relationships & Behaviour Policy

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## Working Document

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Next Review date: July 2019  
*(This policy will be reviewed annually)*

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## Table of Contents

Key Principles: .....	3
Aims: .....	3
Approach to Behaviour .....	3
i. Standards of Behaviour .....	3
ii. Behaviour outside of school.....	4
Roles and Responsibilities of Staff and Governors .....	4
i. The Governing Body .....	4
ii. The Headteacher.....	4
iii. Staff .....	5
iv. Parents.....	5
Bullying .....	5
Strategies used in school .....	6
i. Classroom Management .....	7
ii. Linking Positive Behaviour and Relationships to the Curriculum and Learning .....	7
iii. Encouraging respect for others .....	7
iv. Promoting Self Esteem.....	8
v. Lunch Time Behaviour.....	8
vi. Early Intervention .....	9
vii. Managing transition.....	9
Rewards and Sanctions .....	9
i. Rewards.....	9
ii. Sanctions .....	10
iii. Exclusions .....	11
Supporting our children .....	12
i. Support Plans and Risk Assessments .....	12
Partnership with Parents .....	12
Staff Development and Support.....	13
Use of Physical Restraint / Reasonable Force .....	13
Confiscation of property .....	13
Allegations against a member of staff.....	14
Equal Opportunities .....	14
Legislation and Statutory Duties .....	14

Appendix 1 .....	16
Appendix 2 .....	17
Appendix 3 .....	18

## Key Principles:

- Every individual should be, and should feel, safe and valued at school
- Everyone should understand our simple rules and shared expectations
- Bullying and violence will not be tolerated
- Children will be expected to show respect and to care for others
- Adults will model the highest standards of behaviour

The governing body accepts these principles and seeks to create an environment in the school that encourages and reinforces these.

## Aims:

- To create an environment which encourages and reinforces positive relationships and behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

In all instances, it is the aim to promote, praise, reward and celebrate all positive learning, conduct and emotional behaviour choices.

## Approach to Behaviour

We understand that an effective "Positive Behaviour and Relationships Policy" and its implementation needs to be kept simple so that everyone can engage with it. As a school and community we want to make sure high standards are maintained whilst also keeping practice simple:

**Model positive choices – rewarded, make the wrong choice – sanctions are applied.**

### **i. Standards of Behaviour**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure

academic achievement in terms of progress and development over time towards educational goals, so we measure standards of behaviour in terms of the children's ability to conform to our behavioural goals.

It is always our approach to promote positive behaviour and relationships in all areas of the school. We use the school's CHARM values (*see Appendix 1*) to further promote and enhance this. When addressing behaviour and relationships we aim to be restorative in the process of correcting behaviours, so that we can maintain the positive relationships and outcomes.

The adults encountered by children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. Their example will have an important influence on the children. As adults we aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within a group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and an understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability or disability;
- show appreciation of the efforts and contribution of all.

## **ii. Behaviour outside of school**

Sanctions may be applied where a child has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **Roles and Responsibilities of Staff and Governors**

### **i. The Governing Body**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **ii. The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and relationships and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### iii. Staff

All staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular children;
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

### iv. Parents

Parents are expected to:

- Support their child in adhering to the child code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

## Bullying

We define bullying in the following way:

**Bullying is the repetitive and intentional, conscious desire to hurt, threaten or frighten one person or group by another person or group.**

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school adopts a preventative approach to bullying. It recognises the need to work as a whole school community to stop bullying occurring. The school communicates a strong antibullying message to children through the school ethos.

Our Anti Bullying Policy should be read in conjunction with the behaviour policy.

### Strategies used in school

When dealing with behaviour in school, we promote the language of “choice” to address inappropriate behaviours which in turn supports the restorative, learning for the child. When dealing with the use of, including teaching and learning, behaviours we refer to negative behaviours as Yellow (low level), Red (concerns) and Purple (at risk).

**Yellow level behaviours:** these behaviours are low level behaviours that disrupt a child's learning / emotional behaviours or conduct, or that of their peers.

**Red level behaviours:** these behaviours are deemed more serious than yellow behaviours and where additional supportive measures are needed to support the child and their behaviour.

**Purple level behaviours:** these behaviours are where the child is at significant risk of exclusion or where the child is being supported after an exclusion.

Examples of these can be seen in Appendix 2 – the “quick guide” to our behaviour policy.

## **i. Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour and relationships within the classroom. Strategies used will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Support the language of positive behaviour and choice
- Respond consistently to positive behaviours
- Ensure teaching and learning is delivered in a calm and supportive manner, for all children
- Provide visual prompts for early learners – KS1 behaviour ladders
- Display their own classroom rules/expectations, that link with the whole school values and approach (KS2)
- Develop a positive relationship with children, which may include:
  - Greeting children in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

Teaching and support staff will also contribute to the monitoring of behaviour by recording negative behaviours on the school's 'Behaviour Log' system and share this through Key Stage meetings, where the Key Stage leaders will further monitor this and engage with support when needed. (*Examples of how behaviour is monitored can be seen in the highlighted section of Appendix 3.*)

Positive behaviours are rewarded as outlined in the section: Rewards and Sanctions

## **ii. Linking Positive Behaviour and Relationships to the Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning and structured feedback all help to avoid the alienation and dissatisfaction which can lie at the root of poor behaviour.

All lessons and learning opportunities within the school will encourage the promotion of positive behaviour and choices.

## **iii. Encouraging respect for others**



We recognise the need to promote respect for others among the children attending our school. Learning how to behave towards others is a particularly important part of school life. Our vision of the values which we want children to learn are promoted through:

- Respect for self
- Respect of others
- Respect for property

#### **iv. Promoting Self Esteem**

Good social behaviours are rooted in positive, self-esteem. Self-esteem is the feeling of value or worth. It is the way we judge ourselves as individuals and how we value or estimate what we can do. Self-esteem is formed when we match up two pictures of self-image and ideal-self.

Our self-image is the picture we hold of ourselves, all our abilities and attributes. Self-image is built and modified through our conceptions of the way other people, significant others, behave towards us. Self-image goes with us at all times and influences our behaviour.

Our idea-self is another picture, which we carry. This is the picture of the person we would really like to be and is formed by our perception of the way we are seen by other people. If self-image is good and idea-self is a relative and attainable goal, then self-esteem is high.

We encourage the development of self-esteem by providing opportunities for children to experience personal and social success and by acknowledging children when they achieve. Children are thus encouraged to perceive themselves as capable, likeable and worthwhile. Children whose self-esteem is nurtured are more likely to enjoy new learning experiences and to relate well to others.

#### **v. Lunch Time Behaviour**

Lunchtime is an influential and important time in a child's school day. It is a time when they are free to form friendships, to structure their own play and exert self-discipline and responsibility towards others away from the structured environment of the classroom.

Lunchtime Supervisors are encouraged to respond positively to examples of good behaviour and reward these behaviours. The supervisors are expected to liaise closely with the Senior Leadership Team and class teachers and report both good and inappropriate behaviour choices.

Lunchtime supervisors are aware of the school's behaviour policy and support this by using yellow and red cards to reinforce the behaviour choices made by the child(ren). These cards are then shared with the class teacher, who will record this on the Behaviour Log, for monitoring.

## **vi. Early Intervention**

Early and effective intervention has an important part to play in developing appropriate behaviour.

We are committed to modifying a pupil's inappropriate behaviour as soon as it starts to cause concern, regardless of the age of the child. Parents will be fully informed and involved at all stages of the intervention, thus enabling home and school to work together to bring about behavioural change

## **vii. Managing transition**

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

## **Rewards and Sanctions**

Our aim is to promote positive behaviour by recognizing and celebrating when positive choices have been made. Positive learning, emotional and conduct behaviours are also supported through our school values: CHARM.

It should be recognised that children need encouragement to maintain good behaviour or modify negative behaviour / poor behaviour choices. Clear goals need to be set for work in class and for behaviour in class and around the school, and children need to be commended for achieving these.

### **i. Rewards**

Various forms of reward can be used. These include:

- Verbal or written praise by adults within the school and particularly from the child's class teacher. Comparing present work or behaviour with that achieved on previous occasions gives a base line on which to make judgements.
- Special praise from other staff, the Deputy Head and the Head and Key Stage Leaders can reinforce the first course of action.
- Public praise given in front of the class or school can give the child a great sense of satisfaction, while providing the other children with a positive role model.

- Children who behave consistently well are rewarded with in class positive reinforcement models. For example, the choices tree in KS1.

Where appropriate the school's incentive system can be used to support any of the above. This currently takes the form of an individual house point system, which recognises achievement and effort in all aspects of school life.

Each child receives a house point card at the beginning of the year on which 'house points' are given and commented upon. In Key Stage 1 stars are also used. In Key Stage 2 once ten house points have been achieved the 'Bronze' Award is presented. 'Silver' and 'Gold' and 'Headteachers' Awards can be achieved by filling subsequent cards.

Positive learning, conduct and emotional behaviour choices that align with our values: CHARM are celebrated each week in assemblies with certificates.

A termly Citizenship Award is given to individual pupils which recognises their contribution to the well-being of others in the school. Improvement Awards are given out half-termly to recognise improvements, in work and behaviour, made over the half term and children are presented with the certificate at the final assembly. We also have a Golden Book where children can be recognised on a weekly basis in assembly for good behaviour and kindness shown to others.

Governor's Award:

The School Council decided that the award should be presented to a child in each class for consistent good effort and outstanding good manners. The Headteacher selects an overall winner.

## **ii. Sanctions**

When negative or the wrong learning, conduct or emotional behaviour choices have been made, we aim to support the child in correcting and modifying this as quickly as possible.

We recognise that children do not always work hard or behave well through the setting of clear goals and encouragement. When effort is lacking or behaviour is inappropriate for the situation it is sometimes necessary to implement a sanction/consequence. Before doing so, a cause for the behaviour should be sought (*Is the work set inappropriate or too difficult? Has the child been provoked?*).

In this case it might be necessary to attempt to deal with the cause, before giving a sanction/consequence.

If a sanction/consequence needs to be given, a positive outcome should be borne in mind and future expectations should be clearly set out to the child/children concerned. When using these sanctions a certain degree of flexibility should be allowed for individual circumstances. However the policy must be seen to be fairly applied to all children.

Examples of sanctions linked to yellow behaviours can be:

- Correction of wrongdoing.
- Verbal warning.
- Temporary confiscation of objects that relate to the bad behaviour.
- Re-doing work that is poorly attempted.
- Moving children elsewhere in the classroom on a temporary/permanent basis (e.g. splitting up a disruptive group).
- Missing a play or lunch break or minutes off.
- Taking off a house point.
- Sent to another class teacher.
- Liaison with parents on an informal basis (at the end of the school day, when appropriate or a phone call).
- Behaviour monitoring card.

Where sanctions for yellow behaviours have not modified the behaviour choices, then this can be escalated.

Sanctions linked to red behaviours can include any of the above and in addition:

- Lunchtime detentions
- After school detentions
- Modified break / lunchtime arrangements (*for poor behaviour relating to the lunchtime session a parent may be required to remove their child from the premises during the lunch period*)
- Internal exclusions
- Fixed term exclusions

### **iii. Exclusions**

We follow national statutory guidelines on exclusions provided by the Department for Education. As the national guidance states, a decision to exclude a child is based only on disciplinary grounds.

Examples of behaviour that could lead to exclusion:

- Highly offensive/repeated swearing
- Physical harm to adults or children
- Extreme and/or aggressive behaviour
- Significant damage to property
- Criminal activity
- Absconding from school premises
- Putting the safety of themselves and/or others at risk of harm

The school will then work with parents and other agencies to support a successful reintegration into school following a fixed term exclusion.

A decision to permanently exclude a child will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the other pupils in the school.

In the unlikely event that a child does abscond from school, our policy is not to run after the child as this could increase the risk of harm to themselves.

## **Supporting our children**

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's Senior Leadership team, along with the special educational needs co-ordinator, will evaluate a child who exhibits challenging behaviour to determine whether they have any 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 others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### ***i.* Support Plans and Risk Assessments**

In order to support children with highly challenging behaviours, then the school will carry out risk assessments for these children and have these agreed and signed by parents/carers.

When using support plans, we will ensure that clear targets and strategies are being used to support the desired behaviours and plans will be personalised to each individual child's needs. These will also be agreed with parents and reviewed at agreed intervals.

## **Partnership with Parents**

Parents and carers have a vital role in fostering good behaviour. An active partnership between home and school offers great benefits. Close home / school liaison is crucial.

Opportunities are made by school for parents and teachers to share any concerns about children's behaviour or social issues, which might occur. This takes place through informal chats after school, phone calls, written notes, emails etc. This contact is an integral part of school life and is needed to help support positive changes in behaviour at the earliest opportunity.

It is the expectation of the school that parents will also act as good role models at all times when on the school premises.

## **Staff Development and Support**

We believe that Positive Relationships and Behaviour is a collective responsibility and will ensure everyone associated with the school has the knowledge, skills and resources needed to be supportive and effective.

Training opportunities and CPD for all staff will be provided to support the school's approach to Positive Behaviour and our policy.

Internal support is available to all staff to help them support the management of behaviour in their classroom, around the school and within their role.

## **Use of Physical Restraint / Reasonable Force**

Physical restraint is always used as a last resort when managing behaviour. In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Where possible we use staff that have undertaken "Team Teach" training to support any form of physical restraint / reasonable force. In an even where this isn't possible, staff will intervene in the safest manner possible.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

All incidents using physical restraint / reasonable force are recorded in the school's Bound and Numbered book.

The school follows the Department for Education's advice on the Use of Reasonable Force.

## **Confiscation of property**

Staff have the right to remove children's property should the item be considered to be a distraction from children's learning, inappropriate to task or a health and safety risk and keep it in a safe place and return it to the parents at the end of the day. School staff will always refer to the Headteacher for guidance and support and all

items will be safely stored for the period of time agreed. Parents will always be involved if this action occurs.

In the unlikely event of staff suspecting that children are carrying any prohibited items (*an article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)*), staff have the right to search children. This will be with 2 members of staff present. This is to ensure the safety and wellbeing of the entire school community. Parents will be notified of this action.

Any form of searching and screening children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Allegations against a member of staff**

Any allegation against a member of staff would be dealt with through the Dealing with Allegations of Abuse against Teachers and other staff policy and guidance.

If a child was found to have made a malicious accusation against a member of staff then a meeting would be held to ensure the child understood the consequences of their action and support provided for both the child and member of staff to reconcile differences.

It is recognised that some children may require additional support to understand the severity of their actions.

### **Equal Opportunities**

The School's Code of Conduct, alongside its curriculum, promotes equal and fair treatment of all irrespective of gender, ethnicity, culture, belief or ability. Behavioural expectations are the same for all children, as are the rewards and consequences used to promote positive behaviour. But, it is recognised that some children may require additional support.

### **Legislation and Statutory Duties**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting children with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- DfE guidance explaining that maintained schools should publish their behaviour policy online



## Appendix 1

CHARM in our school is built in two parts: academic and personal. We pursue both elements in our school and know that our children need to value themselves as much as they do their learning. We recognise that these values can be interlinked just like they can in the outcomes for our children.

CHARM in our school stands for:

Academic CHARM	Personal CHARM
C onfidence	C are
H ard Work	H appiness
A chievement	A spirations
R esilience	R espect
M otivation	M ental Strength

The resilience and mental strength elements of our CHARM link heavily with the school's focus on 'Growth Mindset' which we continue to use within the classroom and learning.

## Appendix 2

Examples of yellow, red and purple behaviours and possible sanctions:

### Low

Refusing to complete work

Running around school  
Talking during assembly  
Writing notes/drawing during lesson  
Talking during lessons (2nd warning)  
Leaving the classroom without permission  
Not packing away when asked / not being ready for learning  
Not settling down to work (or an appropriate activity) on entering the classroom

Disrupting lessons

Missed playtimes  
Minutes deducted from Golden Time (KS1)  
**Sent to KS Lead**  
**Incomplete work sent home**

### Medium

Playground fight  
Repeated refusal to follow adult instructions  
Physical acts towards others  
4<sup>th</sup> Low level in a term  
Swearing / spitting  
Homophobic or racist language used

Lunchtime Detention  
After school detention (if escalated)  
Missed reward / activity  
**Incomplete work sent home**

### High

Unprovoked / intentional attack  
Damage / destruction of property  
Theft  
Directed behaviours: swearing / spitting  
Bullying – of any form

After school detention  
Internal Exclusion  
Fixed term exclusion

**In all instances, it is the aim to promote, praise, reward and celebrate all positive learning, conduct and emotional behaviour choices.**

## Appendix 3

*Taken from our Behaviour Policy Overview:*

	Low Level	Medium Level	High Level
Managed by:	Class teacher / Lead adult / MDS	Class teacher & KS Leader	Headteacher & KS Leader
Monitored:	Behaviour Log Recording and Reporting Form KS Lead monitoring	Behaviour Log Child feedback Recording and Reporting Form Personal / Behaviour Support Plan SLT – behaviour monitoring HT report to Governors	Behaviour Log Recording and Reporting Form Personal / Behaviour Support Plan SLT – behaviour monitoring External agency plan HT report to Governors
Actions:	Parents informed by class teacher / lead adult  Behaviour Record Sheet completed (KS Lead)	Parents invited to meet to discuss PSP / BSP with class teacher and KS Lead  Referral considered for: CAHMS / SEN / Early Help / Safeguarding / School Nursing  Vulnerable Group Check completed (KS Lead / HT)	Regular monitoring with parents / carers and child  Referral to: CAHMS / SEN / Early Help / Safeguarding / School Nursing / Exclusions and reintegration's team / PRU Pathways
Examples:	<i>See below</i>	<i>See below</i>	<i>See below</i>
Sanctions / Outcomes:	Missed playtimes Minutes deducted from Golden Time (KS1)	Lunchtime Detention After school detention (if escalated) Missed reward / activity	After school detention Internal Exclusion Fixed term exclusion
Support (child):	In class – adult support Reward systems	In class – adult support Focused reward systems Engagement with KS Lead Social, emotional, behavioural intervention	Social, emotional, behavioural intervention – including external agency support Engagement with KS Lead and Headteacher Monitored behaviour support plan