




# Positive Relationships Policy 2023 (Behaviour)

## Our Vision

Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventure.

<p><u>Our Values</u></p> <p>Love Courage Community Forgiveness Honesty Determination Respect</p>	<p><u>Our Rainbow rules</u></p>  <p>We are patient We are kind We delight in the truth</p>
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## Introduction

The first part of our vision is this 'Through the love of God, we protect our school community'. To do this we ensure that health and safety is an important consideration across the whole organisation. We will take all reasonable steps to provide a safe and caring environment for children, staff and our visitors.

We are committed to:

- Forming trusting, long lasting relationships with our pupils and families to ensure that everyone has the opportunity to be the best that they can be.
- Having high expectations of behaviour from both our pupils and adults and understanding that all behaviour is a means of communication
- Equipping our pupils with the physical, academic, emotional and social skills they need to thrive on the next stage of their journey.

## Rationale

This policy should be taken as part of the overall strategy of the school, read in conjunction with the Anti-Bullying Policy and the Exclusion Policy and operated within the context of our vision and mission as a Church of England School.

The policy has been developed with consideration to the following legislation and guidance:

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

## Responsibilities

The governing body will:

- Ensure the senior leadership team consistently demonstrate a consideration for the well-being of all pupils, staff and visitors
- Monitor behaviour within school and implement support and procedures where necessary.
- Ensure staff are provided with high quality training regarding behaviour and have the knowledge and skills to provide support where required.

The Headteacher will:

- Promote a positive, caring, honest culture in school
- Report to governors on key behaviour issues
- Seek advice from other organisations or professionals as and when necessary
- Ensure that all staff connect with the policy
- Devise and implement behaviour procedures, supported by SLT
- Ensure the policy is reviewed on an annual basis
- Ensure relevant staff have access to appropriate training

Staff will:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Set and expect high standards of behaviour in and out of the classroom.
- Utilise celebrations and learning opportunities
- Involve parents at an early stage when a pupil is experiencing behaviour problems
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the head teacher and outside agencies as appropriate.

Parents/Carers will

- Work collaboratively with the school, so that pupil's receive consistent messages about how to behave at home and at school
- Support their child's learning and co-operation with the school as set out in the Home-School Agreement
- Ensure pupil's attend school in good health, punctually, and regularly (this involves taking holidays only out of term time except in very exceptional circumstances)
- Being realistic about their child's abilities and offering encouragement and praise
- Participate in discussions concerning their child's progress and attainments
- Ensure they contact the school to discuss matters which affect their child's happiness, health, progress and behaviour
- Allowing their child to take increasing social and personal responsibility as they progress through the school
- Accept responsibility for the conduct of their child at all times
- Support the actions of the school if they wish to use therapeutic consequences to a pupil as a result of inappropriate behaviour

Pupils will

- Come to school every day, on time and in my correct uniform, bringing with me all the things I need.
- Observe the school Rainbow Rules and treat everyone in school with courtesy and respect.
- Respect other's culture, race, feelings, beliefs, sexual orientation and values.

- Try my best in all that I do and ask for help if I need it.
- Be kind and speak politely to everyone in school.
- Take good care of the building, equipment and school grounds.
- Behave in a safe way.
- Tell a member of staff if I am worried or unhappy.

## Policy Aim

The primary aim of our positive relations policy is not a system of enforced rules. It is a means of promoting good relationships, so that pupil's and staff can work together with the common purpose of helping everyone to learn. The purpose of this *Positive Policy* is to guide teachers, pupils and their families on our restorative and relationship focused approach to behaviour management

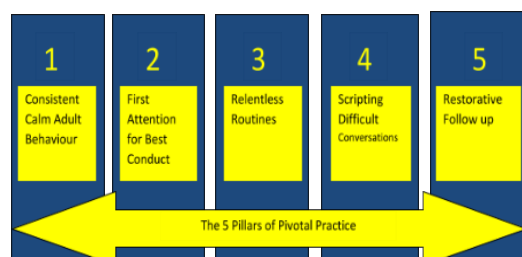
We strongly believe that all behaviour is a means of communication; it is a way of expressing our emotions.

We ensure our pupils know and understand that they have a choice in how they behave and that with every choice, there is a consequence.

We feel it is better to promote self-discipline rather than discipline after the event. We do this by building pupils' self-esteem and a sense of responsibility.

When pupil's are clear about what they are expected to do and when they are continually and consistently asked to do it, we believe that learning will take place.

*Our Behaviour Policy is based on the **Five Pillars of Pivotal practice***



## Expectations

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations.

Our school expectations are clear and simple. They are displayed around our school, are used consistently and are linked with our consequences of behaviour. These expectations are embedded across our whole school day including break times, assemblies and school trips.



## Rights

Every person in the school has rights. Each teacher has the right to teach without disruption and pupils have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and playground.

- The right to express themselves, ask questions and, share opinions and ideas.
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

### Consistent Adult Behaviour

At St Paul's C.E. Primary School, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all pupils is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

<b>We use our indoor voices</b>	There is never a valid reason for shouting at a pupil. The only exception might be if a pupil was in danger, for example shouting "Stop!" across a busy playground if a pupil was seen to be doing something which was going to put themselves or other pupils in harm's way.
<b>We always refer to the behaviour and not the pupil</b>	When we are speaking to pupils, we always talk about the behaviour so that they understand they have a choice in how they behave.
<b>"It Takes a Whole Village to Raise a Pupil."</b>	Beyond the school gates, we encourage pupils to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community.
<b>Non-Confrontational Approach</b>	We use a non-confrontational approach when speaking to the pupils and the rest of the school community.
<b>Behaviour Outside of School</b>	If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school, it will be dealt with appropriately.

### Celebrations

We work on the principle that for most of our pupils they will respond well when their efforts are recognised and rewarded. At St Paul's C.E. Primary School we use a range of celebrations:

<b>Reward System</b>	<b>Who for?</b>	<b>Why?</b>
<b>ClassDojo and Passport stamps</b>	Individual Reception to Year 6	We use ClassDojos and stamps to promote positive behaviour. Once awarded these are never taken away. These can be awarded by any staff throughout the school day.
<b>Peace Award</b>	Individual leading to class total Reception to Year 6	Support staff give peace tokens to our pupils at break, and lunchtimes for displaying behaviour that promotes peace and kindness in our school. The tokens are displayed in classrooms and the class with the most tokens at the end of the week is given the Peace Award.
<b>Attendance</b>	Class Reception to Year 6	A weekly Collective Worship celebrating class with the highest attendance. Winning classes roll the dice on our custom Monopoly board to win prizes for the whole class to enjoy.
<b>ALWAYS Treats</b>	Individual Reception to Year 6	As a way of acknowledging pupils who go over and above the expectations, staff nominate pupils to have a hot chocolate and biscuits with pastoral staff at the end of each half term.

<b>Reading Awards</b>	Individual Reception to Year 6	Every half term pupils who have read for a minimum of 5 minutes at home each evening are entered into a prize draw to win a trip to the cinema!
<b>Weekly value star awards</b>	Individual	Nominated by school staff 2 per class that have shown the value of the week in their learning or behaviour

### Steps In Behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use our Steps In behaviour format for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps In Behaviour	Actions
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules – <b>Patient, Kind, Truthful</b> delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, make the right choice" "think carefully about your next step"
3) Last Chance (5 minutes after class for restorative conversation/10 minutes in reflection time)	Speak to the pupil privately and give them a final opportunity to engage. <b>Use the 30 second scripted intervention</b> <ul style="list-style-type: none"> <li>• <b>I have noticed that</b> you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• <b>At St Paul's, we...</b> (refer to the 3 school rules –patient, kind and truthful )</li> <li>• <b>Because of that you need to...</b> (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• <b>See me for 5 minutes</b> after class/during break</li> <li>• <b>Do you remember yesterday/last week when you...</b> (refer to previous behaviour)?</li> <li>• <b>That is who I need to see today...</b></li> <li>• <b>Thank you for listening...</b> then give the pupil some '<b>take up</b>' time. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Pupils will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</li> </ul>
4) Cool Off	Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
5) Repair Restorative Conversation	5 questions is usually enough from the following: <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the pupil to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)

<b>Consequences</b>	
Communication with parent/ carer	If a pupil has two incidents in a week requiring reflection the class teacher will inform parents. This will be recorded on CPOMS.
A formal meeting with SLT and parents/carers.	If a pupil has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This will be recorded on CPOMS.
Weekly behaviour meetings	Pupils who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.
Exclusion	A serious breach may lead to a fixed term exclusion.

## Serious incidents

Depending on the age of the pupils these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

## Exclusions

### Fixed Term Suspensions

St Paul's C.E. Primary believes that, in general, fixed term suspensions are not an effective means of moving behaviour forward. However, in order for pupils to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a pupil seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the pupil. Each day is a new day and where a pupil has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

### Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of St Paul's C.E. Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

## Restorative Practice

St Paul's C.E. Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room (St Paul's C.E. Primary Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all pupils's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. (see *Appendix 2 – Restorative Practice approach at St Paul's C.E. Primary*)

## Special Needs and Social and Emotional Behavioural Difficulties

In most cases, difficulties with behaviour will be dealt with by the learning opportunities and processes already described. However, in some cases the normal procedures used may have little effect upon the pupil. This might be because of other circumstances at home or because of medical conditions

In some cases pupils have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/ sanction process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the pupil.

Involvement in a nurture group – this is an extremely valuable resource which provides pupils with support and help with social skills in a small group. The emphasis is upon the caring and non-judgmental environment and making the pupil feel that they are part of a caring family.

Support from a TA or Pastoral/Inclusion Team, to provide support and encouragement for individuals who may lack the concentration to stay on task, independently. In some cases they will work with pupils in class to give the support and encouragement they need. In others, they may remove the pupil from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising the self-esteem of the pupil, basing the work upon their individual needs and interests and finding ways of motivating them within class.

Adapting the curriculum – in some cases pupils will not be able to cope all day with the set curriculum. It may be that throughout the day, or in the afternoon alternative arrangements are made and more practical activities or outdoor breaks are arranged to keep them on track.

Some pupils will respond to individual celebrations tailored to their interests and level of concentration. These should be negotiated between the pupil, class teachers and TAs and Pastoral/Inclusion Team. In some cases parents might also be involved in further supporting at home.

Having a home school book to record all the positive things that have happened throughout the day to share at home

Providing responsibilities – some pupils in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger pupils with a task, an adult or being given set routines at 'trigger' times can increase their self esteem and bring out the best in them.

In extreme cases, where pupils or staff are at risk of being hurt, trained staff will use Team Teach methods of behaviour support.

## Reasonable Force

At St Paul's C.E. Primary School the majority of staff are trained in Team-teach/Positive Handling. This is a programme designed to help staff to calm pupils and de-escalate difficult situations. It also trains staff to hold pupils safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to hold pupils in order to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself or others. Should this occasion arise pupils and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of pupils. Records are kept and parents or carers are informed.

### Relentless Routines

1. Wonderful Walking 2. Legendary Lines 3. Hand signal for stop 4. Eyes on me 5. Tremendous Transitions

#### Stepped Sanctions

1. Reminder (3 rules) privately if possible
2. Caution (outlining behaviour and consequence)
3. Last Chance (30 second intervention)
4. Cool off (time in Calm den/another class/Thrive room)
5. Repair (restorative conversations)

#### Microscript (30 second scripted intervention)

- **I have noticed that** you are .....(having trouble getting started, wandering around etc) right now
- **At St Pauls C.E.** we (refer to the 3 school rules Ready, Respectful, Safe)
- **Because of that you need to ...** (refer to action to support behaviour e.g move to another table, complete learning at another time)
- **See me** for 5 minutes after class/during break etc
- **Do you remember yesterday/last week when you** ....(refer to previous positive behaviour)
- **That is who I need to see today**
- **Thank you for listening...** then give the pupil 'take up time'

#### Restorative Conversations

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

#### Visible Adult Consistencies

- Meet and Greet
- First Attention to best conduct
- Calm and caring

#### Expectations

- We are patient
- We are kind
- We delight in the truth

#### Over and Above

- Values
- Effort
- Initiative

## **Appendix 2-Restorative Practice**

### **Definition**

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

#### **Restorative Practices in Schools is about:**

building safer schools  
changing behaviour not punishing  
adults modelling restorative approaches  
finding ways to repair harm  
supporting staff, pupils and families to use RP to build community

#### **Why use a restorative approach?**

Punishment doesn't meet needs of those who suffered  
May be kudos or 'street cred' attached to the punishment  
Offenders don't have to face full effects of actions  
Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive  
If problem behaviour persists, pupil may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

#### **Restorative Questions 1**

To respond to challenging behaviour:  
What happened?  
What were you thinking about at the time?  
What have your thoughts been since?  
Who has been affected by what you did?  
In what way have they been affected?  
What do you think you need to do to make things right?

#### **Restorative Questions 2**

To help those harmed by others' actions:  
What did you think when you realised what had happened?  
What have your thoughts been since?  
How has this affected you and others?  
What had been the hardest thing for you?  
What do you need to do to make things right?