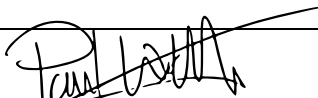


# HEATHCOTE

Primary School

## BUILDING POSITIVE RELATIONSHIPS POLICY



Date adopted by Governors:	30 <sup>th</sup> November 2021
Date for policy review	November 2022
Person responsible for review	Mrs C Shirley
Signed by Chair of Governor	

Version 1: 23/11/2021 19:08

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### 1. Policy Statement:

This policy sets out the high expectations of behaviour at Heathcote Primary School. We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy should be read alongside our Child Protection and Safeguarding Policy and any other relevant policies including SEND policy, Peer-on-Peer abuse policy, Positive Handling policy, anti-bullying policy which includes Anti Cyber bullying, online safety policy and our exclusions policy.

### 2. Introduction:

It is a primary aim of our school that every member of the school community feels valued, respected and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's Building Positive Relationship policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. We achieve this through the following ways:

- Our one school rule of RESPECT.
- A carefully planned curriculum.
- Effective classroom management.
- Good behaviour is rewarded through a range of strategies from positive praise to Excellence Awards.
- Adult role-modelling.
- A 30-second quick, consistent and non-judgemental script used to reinforce

- expectations and encourage positive choices (Appendix 2)
- Personalised programmes and support from outside agencies for children with additional needs

### 3. Aims:

- To promote an environment in which everyone feels valued, respected, happy, safe and secure.
- To foster the belief that there are no 'bad students' just 'bad choices'.
- To promote good relationships, so that everyone can work together in an effective and considerate way and have awareness of how our behaviour impacts on ourselves and others.
- To encourage the partnership between home and school.
- To foster the emotional well-being of each child, including an ability to appropriately express feelings and emotions.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the community.

### 4. Roles and Responsibilities:

#### 4.1 Staff Responsibilities:

It is the responsibility of all staff to ensure that they are modelling good behaviour, building positive relationships and dealing with incidents around the school.

- To have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- To ensure they follow the behaviour policy and use the language, script and steps agreed.
- To treat each child fairly and enforce the classroom code consistently.
- To treat all children in the school with respect and understanding.
- To cater for children's individual learning styles.
- To look for positive behaviour – make a point of “catching” them being good.
- To use positive body language and praise good learning and behaviour.
- To give warnings in a clear and calm way.

#### 4.2 Children's Responsibilities:

All children are expected to:

- Follow the one school rule of RESPECT.
- Work to the best of their abilities and allow others to do the same.
- Take care of property and environment in and out of school.
- Co-operate with other children and adults.

The school council and house captains will play an important role in

communicating and reviewing aspects of the positive behaviour policy.

Children expect staff to:

- Give them a 'fresh start' every day.
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour.

#### 4.3 Parents' and Carers' Responsibilities:

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school expectations in the school prospectus and at 'Meet the Teacher' event. We expect parents and carers to read them to their children and support their child's learning, and to cooperate with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site and on trips, including parents/carers, to model positive behaviour at all times and in particular in their interactions with each other.

If a member of school staff has concerns about a child's behaviour or there has been reasonable consequences used as a result of unacceptable behaviour, then the parents/carers will be contacted and should support the actions of the school. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher or Head of School.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, so that issues can be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to a member of staff by parents/carers of children in the school will be reported immediately to the Executive Head Teacher and/or Chair of Governors, who will take appropriate action.

## 5. Classroom management:

Positive relationships, good classroom organisation and effective teaching methods are the key to good behaviour. The provision of a high-quality curriculum through interesting and challenging activities also strongly influences good behaviour. We use the Behaviour Steps system in order to promote good behaviour choices (see appendix 4). Our pupils and staff are able to confidently explain the steps and use them as a part of the daily routines.

A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

The following practical strategies are used to support and reinforce outstanding behaviour:

- Sharing the 'Positive Behaviour Policy' with the children.
- From the start of the year, developing clear and positive classroom expectations with the children and applying these consistently across the class whilst taking into account individual needs.
- Helping learners take control over their feelings and behaviour and be responsible for the consequences of them (each class to have a Colour Monster display to promote and teach this effectively – Appendix 3)
- Referring regularly to these rules in order to reinforce them and to correct inappropriate behaviour.
- Promoting an enriched curriculum with opportunities for all abilities and ensuring equal opportunities for all.
- Looking for things to praise. So often a child with overt behavioural problems only gains attention by being disruptive. Making a positive effort to find something to reinforce, will develop the child's repertoire of acceptable behaviour.
- Trying to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours *e.g. rather than saying "Don't talk in the line" try saying "look how well .... and .... are lining up quietly"*.
- If a child is disruptive in class, using "*stop it please*" and reminding them of our one word school rule of RESPECT.

Principles to apply when managing children's behaviour:

- Keep calm and positive.
- Keep your voice low as much as possible, we are a **no shouting school**.
- Serious or unresolved concerns should be discussed with Mrs C Shirley.
- Keep dated notes where there are on-going concerns.
- Informally involve parents at an early stage to make them aware of concerns.
- Blame the act, not the child, *e.g. "You are ok, but what you have done is not"*.
- Be positive in the way you deal with the child.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.
- Be consistent whilst taking into account each child's individual needs.

We reinforce good behaviour choices through positive praise and many rewards such as:

- Hot chocolate Fridays
- Excellence Awards (last Friday of each month)
- Every class having a recognition display
- '100 stars' charts for every child.
- House Points

#### 5.1 Behaviour Step system (appendix 4):

How the Stepped System works:

1. All children start the day on no colour.
2. If their behaviour falls below expectations, they will receive a verbal warning (Stop it please!) and be put onto Green. Depending on the behaviour exhibited, a pupil may not be put on Green immediately. If they turn their behaviour around, they can come off Green and back to no colour.
3. If their behaviour continues to fall below expectations, the pupil will move up to Blue and be given a written warning (on the teacher's desk and not for the rest of the class to see). At this point, the pupil can move back to Green if their behaviour improves, and potentially back to no colour if they continue to make good choices.
4. If their behaviour continues to fall below expectations, they will move to Yellow. Once on Yellow, the pupil will miss 15 minutes of their break or lunch. During this 15 minutes, the teacher will conduct a restorative conversation with the pupil and discuss their behaviour and how they can improve it
5. If a pupil's behaviour continues to fall below expectations, they will move onto Red. At this point, the pupil will be removed from the classroom and spend part of the day in another classroom or other appropriate area in school, away from their class. In this space, they will be expected to complete work and be encouraged to reset themselves to go back into class at some point during that day (if the incident has taken place in the afternoon, it is likely that they will not be back in class until the next morning). Once on Red, pupils will also miss 30 minutes break and lunch depending on the incident. Parents will be contacted regarding their behaviour. The incident must be recording to CPOMs.

For most behaviours, the stepped approach will be used as explained above, however, there are certain behaviours which will lead to a pupil being put on a higher colour than Green immediately.

Some pupils with additional needs have Personal Intervention Plans (PIPs) in order to ensure all staff use the personalised techniques in order to deescalate behaviour choices (see appendix 6) .

## 6. Inclusion:

We recognise that for a small number of children a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. There may be an individual behaviour plan agreed between the pupil, staff and parents which may involve some time spent in a nurture provision where the child can complete their class work in a quieter provision. There may be times when a personalised curriculum is an appropriate way forward, which will be delivered by the child's teacher and teaching assistants. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist. Further information can be found in our SEND policy.

## 7. Fixed term and permanent exclusions:

We do not wish to exclude any child from school. However extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion.

Examples of extreme inappropriate behaviour include purposely injuring a member of staff or purposefully damaging school property. Further information can be found in our exclusions policy.

## 8. Peer-on-Peer Abuse and Cyber Bullying

(To be read in line with our Peer-on-Peer Abuse and Anti-Bullying policies)

The school actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by educating all governors, staff, pupils and parents about this issue, including how to prevent, identify and respond to it. It is important that all concerns and allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly following the school's policy. We recognise that peer on peer abuse can take an online form and advise pupils and parents about how to stay safe online via our online safety policy. Any concerns should be taken to a member of DSL team who will follow safeguarding procedures ensuring the safety of the child/ all children affected.

## 9. Recording, monitoring and evaluating behaviour

Significant misbehaviour in school will be recorded and reported to Mrs Shirley in the first instance. Pupils may also be required to complete a 'Child's Statement' to build part of the picture of evidence (Appendix 1). Members of staff should record minor classroom incidents on CPOMs and assign to a named member of the SLT. Progress towards individual targets will be recorded on individual behaviour/ education plans. Mrs Shirley will monitor behaviour and evaluate the impact of this policy through the records listed above, through formal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

## 10. Searching and Confiscation

### **Searching and Confiscation**

The Executive Head Teacher, Head of School and Assistant Head Teacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

### **Searching with consent**

In line with DFE guidance - January 2018

School staff can search pupils with their consent for any item. They do not have to inform parents.

The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff  
– in such circumstances, schools can apply an appropriate disciplinary penalty.



## Appendix 1

### Behaviour Incident Log

#### Child's Statement

My name: \_\_\_\_\_ Date: \_\_\_\_\_

Child completes:

*Everything written must be true*

Who was involved?
-------------------

Where did the incident take place?
------------------------------------

When did the incident take place? (playtime, lunchtime, before/after school)
--

What happened in the incident?
--------------------------------

Who do you think was to blame?
--------------------------------

What will you do tomorrow that will be different?
---

*(Pupil to complete with SLT)*

*Cc: Behaviour Incident Log in Head Teacher's Office*

## Appendix 2

### 30-Second Script

'Stop it please'

'I noticed you are'... (wandering around the classroom, talking when the teacher has asked you to be quiet)

'You are not showing our school rule RESPECT'


'You have chosen to'... (complete this work at the start of break time)


'Do you remember when you'... (finished all your writing/ set an excellent example to the class...)


'That is who I need to see today. Thank you for'... (listening)


## Appendix 3

Today I am feeling...	
	positive
	cheerful
	happy
	delighted
	excited


Today I am feeling...	
	bothered
	annoyed
	frustrated
	angry
	livid

Today I am feeling...	
	rested
	relaxed
	cool
	peaceful
	calm








Today I am feeling...	
	worried
	nervous
	fearful
	scared
	terrified

Today I am feeling...	
	muddled
	confused
	distracted
	mixed up
	puzzled

Today I am feeling...	
	unhappy
	sad
	gloomy
	miserable
	upset

Today I am feeling...	
	appreciated
	friendly
	caring
	respectful
	loving

## Appendix 4

<b>R</b>	<p style="text-align: center;"><b><u>Red</u></b></p> <p>Work away from your class for part or all of the day.</p> <p>Time in for 30 minutes (break and lunch).</p> <p> </p>
<b>Y</b>	<p style="text-align: center;"><b><u>Yellow</u></b></p> <p>Time in at break or 15 minutes at lunch time with your teacher.</p> <p>We need to talk about how to make things better.</p> <p> </p>
<b>B</b>	<p style="text-align: center;"><b><u>Blue</u></b></p> <p>Written</p> <p>Warning</p> <p>Turn it around</p> <p> </p>
<b>G</b>	<p style="text-align: center;"><b><u>Green</u></b></p> <p>Verbal</p> <p>Warning</p> <p>Turn it around</p> <p></p>

## Appendix 5

### Staff procedures

	<p><b><u>Red</u></b></p> <p>If a child receives red, SLT need to be informed, parents need to be informed (this can be teacher or TA) and log in CPOMS (assign to Mrs Shirley)</p>
	<p><b><u>Yellow</u></b></p> <p>If a child receives yellow, keep a tally on your behaviour chart.</p> <p>If a child receives yellow <b>twice in a week</b>, inform their parents/carers about their behaviour.</p> <p><b>During the time in at break/lunch, a restorative conversation with the teacher <u>must take place.</u></b></p>
	<p><b><u>Blue</u></b></p> <p>Name written on a chart on the teacher's desk.</p> <p>Children can turn this around and go back to green.</p>
	<p><b><u>Green</u></b></p> <p>Quick verbal warning to remind of and model better choices.</p> <p>Children can turn this around and come off green.</p>







## **Examples of inappropriate behaviour**

The following behaviours are likely to result in a sanction. This might range from a warning for low level misbehaviour to an exclusion or even a permanent exclusion for higher level or repeated low level misbehaviour following an investigation.

- Racist language/actions.
- Homophobic language/actions
- Bullying.
- Violence towards children or adults
- Sexual harassment
- Refusal to enter or leave classroom and causing high levels of disruption.
- Swearing directly at an adult.
- Violence towards children or adults.
- Throwing, kicking over or tipping furniture.
- Intentional damage to school property.
- Threats made to adults or children.
- Hurting someone through rough or inappropriate behaviour
- Swearing directly at a child.
- Major Online Safety issue in class.
- Running around school during lesson time.
- Throwing equipment aggressively.
- Dangerous behaviour around the school site.
- Swearing (in context)
- Refusal to come into the building at the end of play.
- Inappropriate sexual behaviour.
- For ignoring a green warning and carrying on with behaviour that they have been spoken to about.
- Disruption to a lesson by shouting out, talking or silliness.
- Low amount of work completed due to lack of focus on task.
- Not staying on task.
- Distracting others.
- General low level misbehaviour.
- Refusal to complete work or a task given.
- Throwing equipment, book or work down, but not aggressively towards others.
- Unkind behaviour towards others.
- Minor online safety issue in class.
- Rudeness to adults.
- Refusal to leave the classroom but sat causing no, or negligible, disruption.
- Refusal to enter classroom but causing no, or negligible, disruption.
- Rough play.

## Appendix 6

Personal Intervention Plan

	Calm  Preventing the triggers	Trigger Phase  Spotting the triggers	Escalation Phase  Prevention	Crisis Phase  towards adults	Recovery Phase 	Depression Phase  Repairing the relationship
The Child  -How they look -What they say -What they do	~Smiley ~Responds well to conversation – interacts ~Asks to contribute or share ~Responds well to direction Enjoys colouring	~Says 'I feel angry' or 'I feel sad' or 'I am too hot' ~Displays some early angry or sad behaviour (for a reaction)	~Screaming ~Running in classroom ~Slamming doors and windows ~Shouting threats to others	~Physical – hitting, kicking, punching, scratching, headbutting, using objects as weapons <b>towards adults</b>	~"All you needed to do was XXX and I would have stopped" ~Tired quite quickly ~Hot and thirsty ~Sometimes says he feels sad or wants his mum	~Acknowledges by saying sorry, but when he is ready ~Unable to say what the sorry is for because we 'already know'
Adult responses  -What they say -What they do -What strategies are used	~Colour monster ~Lots of praise ~Earning stickers ~Reinforcing 'good choices' and recognising these ~Shoes off, socks on ~Offers of food and water ~Water play	~Wondering aloud ~Reminding about good choices ~Offer safe space (Den or outside area) ~Offer food/drink ~Sensory box ~When starting to escalate, change of face	~Distract – quick grab of attention ~When distraction not working – either he or class is removed (outdoor area/hall) <b>~No longer offer or reminder of choices (gets him more angry)</b>	~Keep ourselves safe by leaving the area, but still monitoring ~Wait for him to settle down, having released his physical outbursts	~Get him a drink ~Take off jumper, shoes and socks (if these are on) ~Show we understand that he felt angry – empathise with the emotion	~Encourage to say sorry when he is ready ~Don't expect him to say why he is apologising ~Fill in colour monster with him and talk about how and why he got to that point