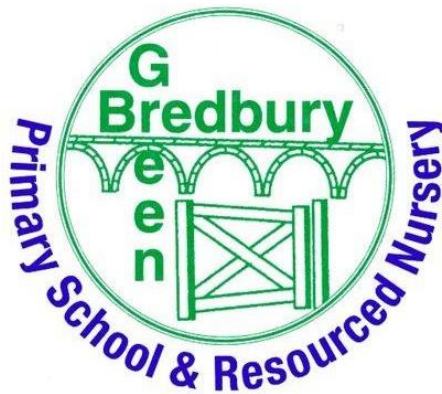


## **BREDBURY GREEN PRIMARY SCHOOL**



February 2020

# **POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY**

This Positive Relationships & Behaviour Policy outlines a continual process, which is integral to teaching and learning. The policy celebrates both achievement and also applies consequences where appropriate. It promotes a consistent approach which involves all staff, pupils and parents wherever possible.

## VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
25/3/2019	1	New Policy	Bredbury Green Primary
24/02/20	2	Review of policy with all staff	Bredbury Green Primary

## Introduction

At Bredbury Green we understand that positive behaviour stems from the positive, caring and supportive ethos across school. Children and adults are happy to be part of the school, are ambitious for their school and take responsibility for its happiness. Children know that they are always listened to and that they are heard. Therefore, our policy is seen in action continually through positive, supportive relationships and must involve all staff, pupils and parents wherever possible.

Bredbury Green is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It should be used by all to celebrate achievement and also to apply sanctions where appropriate.

## Aims of the policy

To provide simple, practical procedures for staff and children that:

- *Encourages a calm, purposeful and happy atmosphere within the school, ensuring that everyone can access their entitlement to listen, learn, achieve and progress.*
- *Ensures all children, parents, staff and governors understand the rules, rewards and consequences of good/poor behaviour in and around the school and to ensure safety.*
- *Create a culture of exceptionally good behaviour: for learning and for life that is socially acceptable and in line with British Values.*
- *Ensures that all learners are treated fairly and shown respect.*
- *Encourages increasing independence and self-discipline so that each child learns to take control over their behaviour and be responsible for the consequences of it.*
- *Positively reinforces behavioural expectations through positive interventions, which values kindness, care, good humour, good temper, following expectations and empathy for others.*

## **Bredbury Green Rules:**

**Relationships** – Be kind, respectful and listen.

**Responsible** – Only you are responsible for the choices that you make.

**Reflect** – How can you make it better? What could you have done instead? What will you do next time?

## **Expectations at Bredbury Green**

### **Children are expected to:**

- Work to the best of their abilities, and allow other to do the same.
- Treat others with respect.
- Follow the instructions of the school staff.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.

### **Staff are expected to:**

- Treat all children fairly and with respect, greeting them by name on arrival to school each day.
- Follow the rules – ‘relationships, responsible and reflect’ consistently.
- Raise children's self-esteem and develop their full potential.
- Provide lessons that engage, challenge and meet the needs of all learners.
- Create a safe and pleasant environment, physically and emotionally – be calm, caring and consistent.
- Use ‘high 5’ to gain immediate attention and wait for all to respond.
- Be a good role model using positive behaviours and language, forming good relationships with parents/carers
- Never ignore or walk past learners who need intervention or support with their behaviour – always ‘respond’.
- Use simple and clear language
- Take responsibility for behaviour interventions, seeking support but never delegating. Never passing problems up the line, or ignoring behaviour that requires intervention.
- All staff are aware of and follow procedures for reinforcing, encouraging and celebrating appropriate behaviour – positive reinforcement.
- Be aware of and follow the consequences agreed and applied at the classroom level, as well as established structures for more serious behaviours.
- Give appropriate time for each child to understand, process and make the right choice, using their knowledge of the individual.

### **Parents' and Carers are expected to:**

- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Support the school in the implementation of this policy.

## **Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school positive relationships/behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious

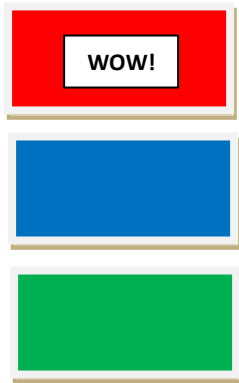
incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The role of governors**

The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Recognition - Whole School**

Expectations are communicated through the relationships, ethos and culture that exists across school. There is an emphasis on encouragement and motivating pupils. Strategies used will include:

What you will hear adults saying...	Verbal Praise: <ul style="list-style-type: none"> <li>• Well done/ brilliant/ fantastic</li> <li>• Thank you for...</li> <li>• I like the way...</li> <li>• I can see...</li> <li>• Good choice</li> <li>• Sharing positives with parents</li> </ul>	 <p>All children will begin each day on 'green' which means they are 'ready to learn'</p>
What you will see adults doing...	<ul style="list-style-type: none"> <li>• Smile</li> <li>• Thumbs up</li> <li>• Clap</li> <li>• Individual names being moved to 'blue' (for making an impressive choice) or 'red'</li> </ul>	
What adults will give...	<ul style="list-style-type: none"> <li>• Visit to a phase leader</li> <li>• Visit to the Deputy Head or Headteacher</li> <li>• Star of the Week (Yr R to Yr 6))</li> <li>• Sparkle of the Day (Nursery)</li> <li>• Invitation to the Golden Table</li> <li>• Time to celebrate out of school achievements</li> <li>• House tokens</li> <li>• House rewards</li> </ul>	

## House Tokens and Rewards

Every child and member of staff are allocated to one of the five 'Houses' in school: Brabyns, Chadkirk, Etherow, Vernon and Woodbank. House tokens are given to children in recognition of them demonstrating positive relationships and behaviours and going 'above and beyond'. This is a very personalised system and relies on staff recognising and celebrating individual achievements. House tokens will not be given out to the whole class at one time. Some examples of reasons that they may be given to individual children are:

- Manners
- Work at a high standard
- Being caring
- Showing perseverance

Tokens can be given by any member of staff at any time, a clear reason for the acknowledgement must be given to the child.

Each week the winning house will be announced in Friday assembly and they will receive 15 minutes extra playtime on Friday afternoon. This will be supervised by the staff house leaders.


Each half term the house who has won for the most weeks will have earned a reward, the reward will involve all participants of that house (children and staff). Suggestions for house rewards are: making pizza, visit from an ice cream van, trip to the park, film show, wheels on the playground, lego build time, zoo lab.

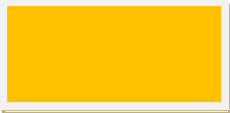
*Our parents have said:*

- "My children are so excited about the House System."
- "Nice to see children can receive recognition daily and negative behaviour is managed."

## Consequences for inappropriate behaviour

At Bredbury Green we follow a graded response to consequences, the following applies to repeated or persistent inappropriate behaviour:

Examples of behaviour	Consequences <i>All children begin at green each day</i>	
Not on task Not listening Calling out	Informal warning	
Ignoring previous warning Rudeness Mild aggression Inappropriate movement around class or school	<b>Move to yellow board</b> <i>When children are not 'making the right choices' they should always be given the opportunity to 'turn themselves around' by asking them to stop and explain why their behaviour is inappropriate.</i> If children behave appropriately for a whole session they can then move back to green.	

Continued time wasting Disruption to class learning Refusal Swearing	<b>Move to orange board</b> If children behave appropriately for a whole session they can then move back to yellow, and a further session then to green.  If this continues – child to move to partner class for a lesson, parents informed the same day – this is recorded on CPOMS	
Fighting  Deliberately physically or verbally hurting someone  Destruction of school property	<b>Instant sanction – Phase Leaders informed</b> Lesson to be completed in another classroom* (refer to partner class) work to be provided by own class teacher. Child to be escorted to the partner class. Recorded on CPOMS.  Parents to be informed at the end of the day with a view to improve behaviour.	
Inappropriate Language (racial, homophobic)	<b>Instant Sanction – Phase leaders informed</b> Restorative work, LA to be notified. Parents to be informed by class teacher. Recorded on CPOMS.	
Two referrals or instant sanctions to a partner class in a week	Class teacher and phase leader meeting with parent and child to establish <i>behaviour diary</i> . Reviewed with parent daily for two weeks with a view to improve behaviour. Individual behaviour needs identified.	
Continued deterioration ( 2 further sessions in partner class within a week) in behaviour following meeting with parents.	Refer to Deputy Headteacher. Meeting with letter to parents with a view to improve behaviour. Day of internal seclusion.	
Continued deterioration (2 further sessions in partner class within a week) in behaviour following day of internal exclusion.	Refer to Headteacher, interview with parents, letter, <i>behaviour diary</i> . Information (leaflet) giving advice to parents / carers of pupil exclusion is shared. 2 days of internal seclusion.	
If above action recurs following meeting with Headteacher.	Fixed term exclusion (1 – 2 days)	
<b>Instant sanction</b> Deliberate physical violence towards a peer or adult resulting in significant injury.	<b>Instant sanction - Headteacher</b> Fixed term exclusion ( 2+ days) In the case of exclusion in excess of 6 days the child will be referred to our partner school.	
Bringing offensive weapons including BB guns, penknives or drugs onto school premises	Referral to Executive Headteacher Permanent Exclusion	
	This will be carried out as a last resort in response to a serious breach of the school's Positive Relationship Policy; and if allowing the pupil to remain in <b><i>school would seriously harm the education or welfare of the pupil or others in the school.</i></b>	

*\*When a child is sent to another class that class teacher will not engage in any in depth conversation with them about their inappropriate behaviour.*

*On return to class, it will be the responsibility of the child's own class teacher to engage in discussion about appropriate, inappropriate behaviour and expectations. **The child will return to class and be put back on the green board, 'ready to learn.'***

*Our parents have said:*

- "I like the visual nature of it and how it encourages children to take charge of their own learning."*

*Our children have said:*

- "It's good because if someone is making wrong choices we can see who and give them help."*
- "I am always on green and ready to learn. I want to be on blue where I have made impressive choices!"*

### **Exceptions - Supporting Children with specific behavioural needs**

The school recognises its legal duty under the Equality Act 2010 to prevent children from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's SENDCo will work with teachers to evaluate a pupil 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 pupil, 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. Children may be supported via 'my plans' or 'individual behaviour plans'. Whilst Bredbury Green recognises its duty of care towards the needs of the child it also recognises its duty of care towards all children across school and the adults supporting children's learning.

### **Break and Lunchtime Systems**

<b>Examples of inappropriate behaviour choices</b>	<b>Consequence</b>
Disruption Not following instructions	Informal reminder (via non verbal or quietly and privately as possible)
Verbal Aggression Inappropriate use of playground equipment	Children move down behaviour system in classroom – this is logged in playground book
Continued inappropriate behaviours Disruption Not following instructions	Children move down behaviour system in classroom – this is logged in playground book
Deliberate and unprovoked physical aggression	Instant sanction – child to be removed from the playground to a member of SLT or a Phase Leader Next lesson to be completed in another classroom* (refer to partner class) work to be provided by own class teacher. Child to be escorted to the partner class. Recorded on CPOMS. Behaviour logged in playground book



	Parents informed by class teacher.
Two referrals or instant sanctions to a partner class in a week	Class teacher and phase leader meeting with parent and child to establish <i>behaviour diary</i> . Reviewed with parent daily for two weeks with a view to improve behaviour. Individual behaviour needs identified.

After this 'partner class' stage the consequences system outlined above will be followed. It may be appropriate if children are particularly finding behaviour at lunchtime an issue that they may need to be collected and taken home for the lunch period. This will be done in consultation between the parent and Headteacher.

*Outdoor books to be checked daily by phase leaders. Books to be kept in the office.*

#### **Rewards at Break and Lunchtimes**

- The children can be rewarded using the staged system at these times. Staff may move children to blue or red
- House tokens will be given for behaviour that is 'above and beyond' the expected.
- Midday assistants/TA's will reward children with stickers at lunchtime
- On a Friday each Midday assistant/TA will make one child a VIP – this will be announced in Friday assembly. They will sit on the VIP table at lunchtime and have special treats

## **Supporting Guidelines**

Children do not misbehave if they are on-task, they tend to be engaged in tasks if:

- The tasks are meaningful and they have been involved in the design of the learning activity.
- The level of challenge is appropriate i.e. not too hard so the child feels overwhelmed or confused or not too easy so that the child becomes bored.
- The children have a clear sense of short term success criteria and long-term goals and receive positive feedback leading to a growing sense of confidence.
- They have a high self-esteem through being valued and the development of a growing sense of competence.

Pupils need to feel safe and secure, both physically and emotionally. At Bredbury Green we understand that experiences in school (which may not in themselves be unpleasant) can trigger compelling patterns of behaviour. Triggers may relate to learning, peers, adults/authority or organisations, where we recognise these situations we can attempt to minimise them where possible.

## **Restorative Approaches (How children can solve their own difficulties)**

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

At Bredbury Green we use the 3 L's approach to solving disputes. The children resolve difficulties with the support of an adult who acts as a mediator who ensure that the turns are taken, that children stick to the steps, that they listen to each other and are encouraged to maintain eye contact.

**L – Listen** – Each child says what other(s) have done to upset them. The others listen with no interruptions and are encouraged to maintain eye contact.

**L – Link** – Each child is able to say how they feel about what has happened.

**L – Learn** – All involved agree on what they could have done instead and how they will behave in the future.

### Rules of 'Listen, Link, Learn':

- No-one is allowed to interrupt or argue
- They go on taking turns until everyone has finished.
- The adult is there to facilitate, not as part of the discussion.
- If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.
- We do not tell children that they have to apologise! Decisions are made by the children.

### Internal seclusion

School's exclusion policy clearly outlines the response approach to supporting children in managing their behaviour and this included the use of internal seclusions where a child is asked to work away from their peers for a period of time, between ½ and 2 days as decided by the Headteacher. Parents will always be informed of any internal seclusion. During internal seclusion children will continue to complete their school learning tasks but in a space away from their cohort peers and during this time they will not be allowed to participate in playtime or lunchtime activities

### Recording 'fixed-term' and 'permanent' exclusions

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded on SIMS. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

### Communication with parents

Parents and Carers should be informed of behaviour issues on the day they have occurred, conversations should take place in private to ensure confidentiality. CPOMS should be completed to record details of the meeting, these are then shared with phase leaders.

### Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure the right support is in place, information related to pupil behaviour 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 pupils transferring to other schools.

### Team Teach

All members of staff are aware of the regulations regarding the use of force by teachers and Bredbury Green follows the SMBC Care and Control Policy regarding restraints, guides and holds. The majority of the staff updated their training in November 2018.

Staff will only intervene physically using reasonable force to:

- physically separate children fighting
- keep a child safe if they are at risk of hurting themselves or others
- Remove a child from a classroom where learning is being significantly disrupted and they refuse to leave.

Incidents of 'Team Teach' are always used as a last resort and applied using the minimum amount of force, for the minimum amount of time possible and used in a way that maintains the safety and dignity of all concerned. Restraints, guides and holds will only be used if it is felt reasonable, necessary and proportionate to do so. Team Teach is never used as a form of punishment, it is recorded on paper and reported to parents and carers.

### **Bullying Behaviour**

(Refer to Anti-bullying policy)

Bredbury Green does not tolerate bullying behaviour of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (physical – hitting, kicking, or verbal – name calling, public ridicule, teasing, belongings taken or defaced) or indirect (for example, being ignored, not spoken to, stared at).

**In school we use STOP (Several Times On Purpose) to help children define whether an action is bullying. However all actions which make a child uncomfortable are not ignored. We encourage children to state; 'Stop it, I don't like it' as a clear indication that an action is unacceptable.**

### **Homophobic or Racist Behaviour**

(Refer to school's Equal Opportunities policy)

Incidents of anti-social behaviour or homophobic name calling are considered to be very serious and will always be acted upon quickly. Parents of the victim and perpetrator are contacted and incidents are recorded on SIMS and reported to the academy trust board. Following this, where appropriate, the class teacher discusses these with the whole class during circle time.

### **Drug, alcohol-related and incidents involving weapons**

It is the policy of Bredbury Green that no child should bring any drug (including cigarettes), alcohol or any object which can be deemed to be a weapon, legal or illegal, to school. If a child will need medication during the school day the parent or carer should notify the school and complete medicine forms in school for the medication to be brought in. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker who will sign to confirm witnesses the medication has been taken. Over the counter items such as cough lozenges are not allowed in school.

### **Prohibited items**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco, cigarette papers
- Fireworks

- Pornographic images

Bredbury Green will take very seriously misuse of any substances such as glue, other solvents, alcohol, or objects which can be used as weapons. The parents or carer of any child involved will always be notified. Any child who deliberately brings substances into school will be given a fixed-term exclusion and social care will be informed. If the offence is repeated, the child will be permanently excluded, and the police will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and social care will be informed. The child will not be readmitted to the school until a parent or carer of the child has visited the school and discussed the seriousness of the incident with the head teacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these, to other children for money, the child will be permanently excluded from the school. The police and social care will also be informed.

### **Searching Pupils and Confiscating Items**

The Headteacher or a member of staff authorised by the Headteacher can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness.

However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should take into account the increased expectation of privacy for older pupils.

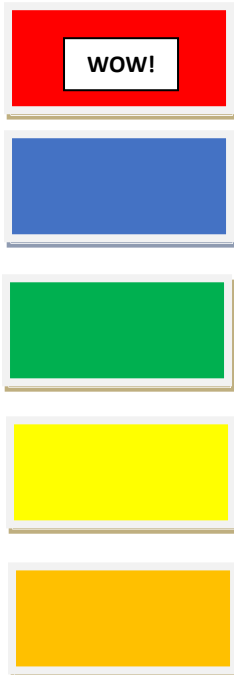
Staff can use their discretion to confiscate, keep or destroy any item found provided it is reasonable in the circumstances. If any item is thought to be a weapon it must be passed to the police.

### **Monitoring and Review**

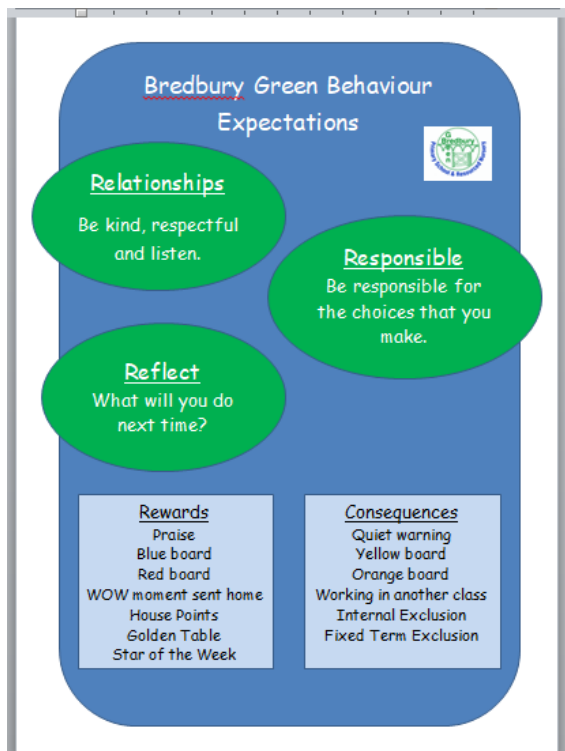
School staff teams and academy trust board reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the trust board receives recommendations on how the policy might be improved.

## Appendices

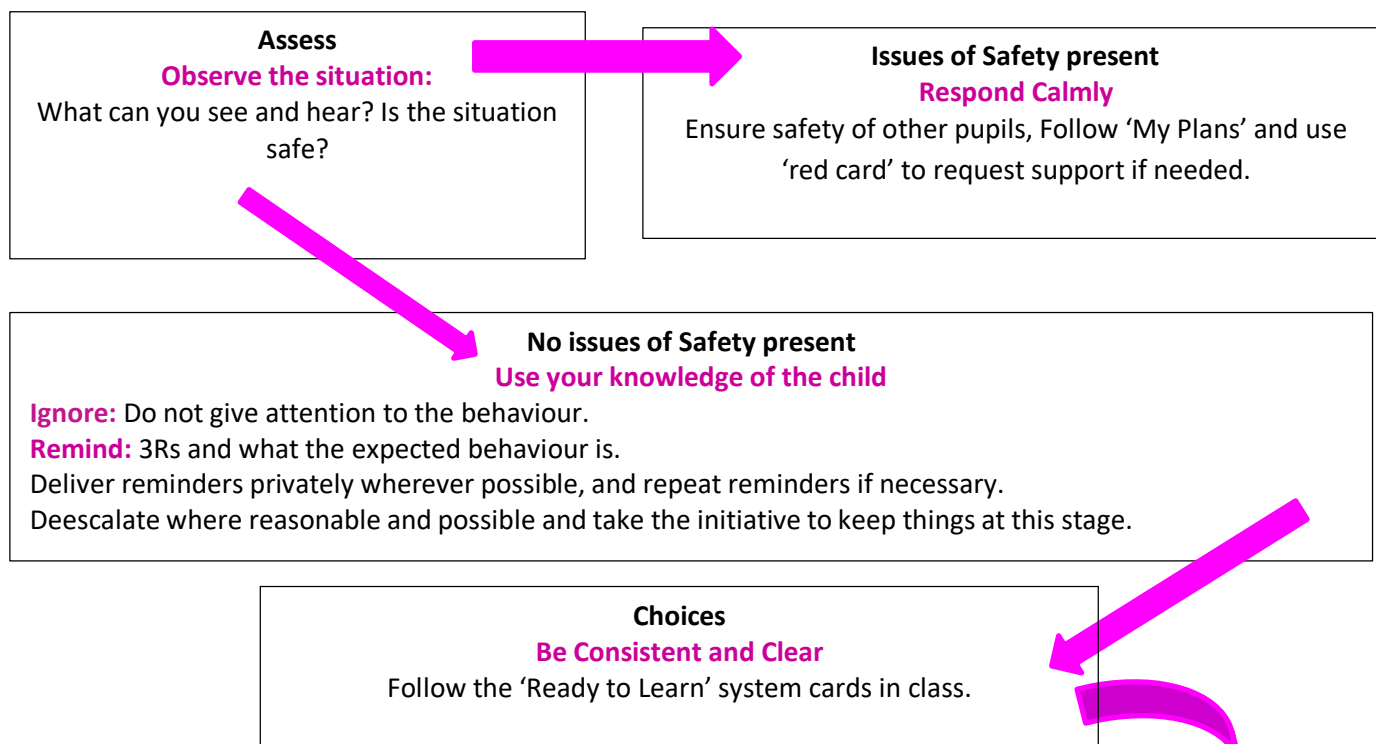
### Bredbury Green 'Ready to learn'






### Bredbury Green Behaviour Expectations – Class Poster



## How to respond to inappropriate behaviour



What we will see:

	<p><u><b>This is what will be seen:</b></u></p> <ul style="list-style-type: none"> <li>• <b>personal space</b> – are you too close? Does the child have the space they need?</li> <li>• <b>body language</b> – are you calm? Are you sure you're not intimidating the child?</li> <li>• <b>height difference</b> – have you crouched down? Are you at the correct line of sight?</li> </ul>
	<p><u><b>This is what will be heard:</b></u></p> <ul style="list-style-type: none"> <li>• choices being offered</li> <li>• calm and kind tone of voice</li> <li>• time given, so the child can think, reflect and respond.</li> <li>• Non accusatory language</li> </ul>
	<p><u><b>This is what will be felt:</b></u></p> <ul style="list-style-type: none"> <li>• calm and supported</li> <li>• respected and cared about</li> <li>• understood and valued</li> </ul>

**Building positive relationships:** Practical steps in managing and modifying inappropriate behaviour

- The role of the adult is crucial to building and maintaining relationships.
- Learners are held responsible for their behaviour.
- Staff will deal with behaviour without delegating.
- Staff will always deliver consequences calmly and with care. It is in nobody's interest to confront inappropriate behaviour with anger.
- We resist endless discussions around behaviour and spend our energy returning children to their learning.

*The reminder*

A reminder of the expectations for learners '**Relationships, Responsible, Reflect**' delivered privately to the learner (a gentle approach, personal, non-threatening, side on, eye level or lower). The staff member makes them aware of their behaviour (which rule it is not following and that if it continues they will be moved to the yellow board, refer to previous good behaviour/learning as a prompt for the desired behaviour). The learner has a choice to do the right thing, the adult will move away from the child, allowing them time to decide what to do next.

*The caution*

A clear verbal caution delivered privately to the learner making them 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. They will be moved to the yellow board – this is not an action that needs to be drawn to the attention of the whole class. *Once children have moved to yellow they will not move back to green, but can be moved to orange. Once a child is placed on orange, they will not move back to yellow or green. All children begin on green at the start of each day.*

Phase leaders will:

**Listen** - Staff to share behaviour logs, conversation sheets and concerns, accepting support and suggestions.

**Liaise** –Evaluate what is in place? Discuss what could be introduced? Use the strengths within the phase team, and expertise of others.

**Learn** – Respond to self-reflection, move forwards, and strive for improvement. Be proactive in professional development sharing best practice.

Head teacher and Deputy will:

**Oversee** – Decisions made by phase leaders and any sanctions for more serious behaviours.

**Organise**- Distribution of staff, resources and skills to support strategies and interventions put into place.

**Opportunities** – Provide time and support for staff to share ideas and feedback on training, strategies and interventions.

Listen, Link,

**Listen**

Each child says what others have done to upset them.

**Link**

Each child says how they feel about what has happened.

**Learn**

Agree on what they could have done instead & how they will behave in the future.







