

Libanus Primary School



Relationships and Behaviour Policy

Be Ready, Be Respectful, Be Safe

Policy Statement

Libanus Primary School is committed to fostering positive relationships and mutual respect among students, staff and the wider school community.

We are 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.

Aims and Objectives

At Libanus, we aim to:

- Promote positive relationships – we encourage kindness, empathy and cooperation among our pupils.
- Ensure a safe and respectful environment – we create space where everyone feels valued and respected.
- Support emotional and social development – we help pupils develop the skills needed to manage their emotions and build healthy relationships.

Guiding Principles

The fundamental principals that will guide this policy are:

- Unconditional positive regard – all pupils are treated with respect and kindness, regardless of their behaviour.
- Consistency – rules and consequences are applied consistently across the school.
- Restorative approaches – we focus on repairing harm and restoring relationships rather than just giving consequences. Our policy is based on the Pivotal Framework which places emphasis on developing positive relationships whilst maintaining high expectations of students in order to create a calm and productive culture ensuring effective learning takes place.

Roles and Responsibilities

- Staff – all staff are expected to model respectful behaviour, implement the policy consistently and support pupils in developing positive relationships.
- Pupils – all pupils are expected to follow the school's behaviour expectations and treat others with respect.
- Parents & Carers – all parents and carers are expected to support the school's policy and reinforce its principles at home and outside school.

Behavioural Expectations

At Libanus, we plan, teach and practice expected behaviours, routines and procedures.

Our school has three simple rules which are:

Be Ready

Be Respectful

Be Safe

The rules are displayed all around the school environment and are constantly referred to by staff and pupils. We refer to pupils who adhere to the rules consistently as 'Shiny Coins' and 'True Libanusians'. Our pupils are taught that they control their own behaviour. Classes may also decide to create their own more detailed class rules which will be underpinned by the rules above e.g. we will keep the classroom tidy, we will always use kind hands.

We have created a culture of praise and encouragement which helps to reinforce positive behaviours and reduce the negative. Praise is also used as a tool to help students raise their self-esteem, improve confidence and increase motivation. Praise helps children feel happier about themselves and feel more valued and appreciated. We reward good behaviour by using the following:

- verbal praise
- stickers
- praise pad notes
- headteacher awards
- star of the week
- prefect stickers
- polite academy stars
- Kiva badges

Conflict Resolution

We encourage children to develop their own conflict resolution and where they can, resolve any conflict themselves.

We encourage the '3 Step **DRAGON** Method:

DON'T – tell the child that you don't like what they are doing and to stop.

REPEAT/REMIND – if they continue, remind the child to stop or you will go and ask a grown up for help.

ASK a GROWN-UP – if they continue, go and ask a grown up for help.

Inappropriate Behaviour

When pupils need support to remember the school rules, staff will use the STRIPE approach of behaviour management:

Sort it out – staff will listen to children and use techniques e.g. de-escalation/redirection/rule reminders/cautions & warnings. Staff will inform children as to what has been done to sort it out. Consequences will be given if appropriate and discussed with children. Support will be given to children who need help to modify behaviour.

Time out – staff will decide if time out is needed to de-escalate a situation e.g. sit next to teacher, walk with teacher in the yard, sit on a chair to have a think etc.

Record – all pupils have an individual pupil log on our records system. If staff notice that a child is having lots of time out and incidents, it will be noted on the log.

Inform – staff will inform the Headteacher if they are concerned about a child's behaviour or if there has been a deliberate incident of violence.

Parents – parents will be informed of behaviour concerns when school staff feel it is necessary.

Exclude – in extreme circumstances pupils will be excluded from school due to unacceptable behaviour (see Exclusion Policy).

Libanus Primary does not tolerate any kind of bullying or deliberate violence and incidents will always be investigated and consequences given.

6. Restorative follow up: What happened?
 What were you thinking/feeling?
 Who has been affected?
 What should we do to put things right?
 How can things be done differently?

7. **Sort It Out**
Time Out
Record
Inform Head
Parents Involved
Exclude

8.

DO	DON'T
<ul style="list-style-type: none"> • Discuss choices • Focus on behaviour not the pupil • Focus on the behaviour you are correcting • Stay in control – no shouting • Remember all pupils start each session with a clean slate • Get on their level physically • Ask questions rather than make accusations e.g. Are you ready to begin? Not Put your pen away! • Speak to pupils privately and respect their dignity and self-esteem • Listen carefully when pupils speak 	<ul style="list-style-type: none"> • Chase secondary behaviours • Bring up past misdemeanors • Lose your temper • Stand over pupils • Use negative comments • Point a finger • Reprimand or shame pupils in front of peers • Interrupt a pupil speaking • Criticise

Pupils with Additional/Behavioural Needs

We realise that some of our pupils will need more support with their behavioural needs (5%ers). If this is identified, the following procedure is followed:

- Meeting with parents to undertake wellbeing assessment
- IDP/One-page profile created
- Positive Handling plan created
- Risk Assessment undertaken
- Referral to agencies undertaken

Positive Handling

Key staff at Libanus Primary School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept. Parents will be informed of any incident where force or restraint has been used on their child.

Monitoring & Review

This policy will be regularly monitored and reviewed by pupils/staff and Governors as to its effectiveness and will be updated as needed to ensure it continues to meet the needs of the school.

Remember! We are adults helping children to learn about behaviour and to make better choices.