

Stanton Community Primary School

Nurture, Enjoy, Aspire, Achieve



Positive Behaviour and Relationships Policy

Date of Governor Approval:	February 2024	Date for Next Review:	February 2025
Signed by:	(Chair of Governors)		

Purpose

This policy aims to support all stakeholders to build a culture where positive behaviour and trusting relationships enable successful teaching and learning throughout the school in a happy, caring environment. It has been produced to satisfy the needs of children and adults, reflecting our School's Vision, ethos and values.

Our positive behaviour and relationships values are:

Cooperation, Happiness, Honesty, Kindness, Positivity and Resilience

Skills and Attitudes

The ethos of our school reflects the values and attitudes that characterise any caring family and community. The atmosphere of the school, the quality of relationships, and the way in which the school helps to prepare our children, combine to ensure they have a fair sense of justice and the skills and attitudes to be valued citizens of the future.

At Stanton Community Primary School, we aim for our children to grow and develop in an environment where they are cared for, listened to and respected as well as being given consistent, secure and firm boundaries.

To achieve our vision we ensure adults and children:

- ❖ know our expectations
- ❖ discuss how the expectations are interpreted in an age appropriate manner
- ❖ explore and revisit the expectations regularly
- ❖ practise and learn systems and routines
- ❖ recognise rights and responsibilities within the school community, local community and society as a whole
- ❖ build positive relationships with each other
- ❖ learn to self-regulate (Zones of Regulation)
- ❖ know the importance of reflection and talking through any problem (Restorative Justice)

Children are encouraged to:

- To be considerate towards and value and respect others
- To show consideration for their surroundings and property.
- To work hard and do their best.

This is summed up in 'our expectations' which children use to 'frame' their class rules.

Our Expectations: Be Ready, Be Respectful and Be Safe

We believe

- Working in active partnership with parents is the most effective way of helping children to learn and to behave positively.
- Behaviour is learned in the same way as any other attitudes or skills and children need to be taught. Therefore, staff will teach consistent systems and routines to support children to uphold the Stanton Community Primary School expectations.
- Learning to behave appropriately and to gain social skills is a very important part of children's social, personal, and emotional development. Children, like adults, need to recognise that their feelings and emotions influence their behaviour. It is therefore important that our children are taught to notice and name these feelings to enable them to use appropriate coping strategies. This will be taught through Zones of Regulation.
- Learning to manage our emotions and behaviour supports all other forms of learning, and builds sociability, confidence, and independence.
- By supporting children to reflect on their behaviour and to consider how it affects others, we aim to sustain positive relationships and rebuild damaged friendships/relationships through restorative practices.

Responsibilities for Staff

- ❖ To remember that positivity is infectious!
- ❖ Follow the Positive Behaviour and Relationship policy
- ❖ To greet every child and adult by name positively and with a smile
- ❖ To speak to every child and adult politely and calmly
- ❖ Teach the agreed routines consistently.
- ❖ Model how to treat all children and adults with dignity and respect irrespective of background, gender, sexuality and race
- ❖ Teach all aspects of positive behaviour and relationships as part of a broad, balanced, engaging curriculum
- ❖ To remember that all 'behaviour' is a form of communication
- ❖ Focus on positive praise, praising children's efforts and achievements
- ❖ Encourage the school's values: ***Cooperation, Happiness, Honesty, Kindness, Positivity and Resilience***
- ❖ Ensure classrooms are calm, quiet environments with reduced visual stimulation
- ❖ To work in partnership with parents/carers

- ❖ Only use agreed school rewards and sanctions
- ❖ Record incidents of negative behaviour
- ❖ Encourage children to reflect on their behaviour and the effect it has on others - capture the voice of the child using restorative practices: 'Think it Through' sheets or restorative letters
- ❖ Use Zones of Regulation to support all children, especially those that are vulnerable to dysregulation
- ❖ Recognise their role in ensuring no child's behaviour should prevent others from learning
- ❖ In the event that a child leaves the classroom, or is struggling to self-regulate, another member of staff will ensure the efficient education of the remaining class, whilst the class teacher supports the child in need. This will ensure that positive relationships are maintained and developed.



Responsibilities for Parents and Carers

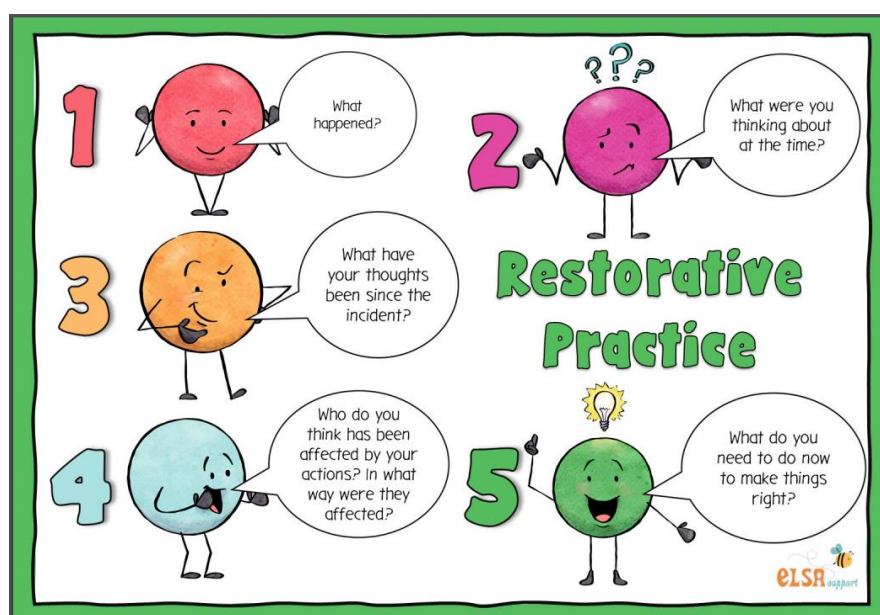
- ❖ Explaining to the child the meaning of the home school agreement
- ❖ Signing the home school agreement
- ❖ Support children to live up to the school's expectations
- ❖ Supporting the school's Positive Behaviour and Relationships Policy
- ❖ To talk to their child about feelings, behaviour and what it feels like and means to be dysregulated
- ❖ Letting the school know (in confidence if necessary) of any special circumstances which might affect the child at school
- ❖ Encouraging the child to sort out difficulties in a positive, appropriate way in line with restorative justice
- ❖ Speaking to the class teacher, in the first instance, if they are concerned about their child
- ❖ Being positive towards their child and his/her efforts and achievements whilst working in partnership with the school staff
- ❖ Treating all others with dignity and respect irrespective of background, gender, sexuality and race
- ❖ **Understand that no child's behaviour should prevent other children from learning**
- ❖ Engage in discussions and meetings to support their child's behaviour and attend promptly if called to the school

Responsibilities for Governors

- ❖ Involvement in developing a positive behaviour and relationship culture and policy
- ❖ Being acquainted with the school and monitoring the implementation of the vision, ethos and values
- ❖ Attend training to increase their own knowledge and to support the strategic leadership of personal development, behaviour and welfare.
- ❖ Having legal responsibilities for exclusions
- ❖ Support teaching staff when implementing policy
- ❖ Be responsible for the wellbeing of all children and staff, including the Headteacher

Responsibilities for Children

- ❖ To be kind, responsible and behave in a way that keeps themselves and others safe.
- ❖ Treating all others with dignity and respect irrespective of background, gender, sexuality and race.
- ❖ To recognise their own feelings and how this can affect their behaviour and start to learn strategies to deal with a range of situations positively and avoid dysregulation
- ❖ To reflect and engage in restorative practice discussions to resolve issues and build and maintain positive relationships - 'Think it Through'
- ❖ Accepting the consequences of their own actions
- ❖ Behave in a way that does not stop others learning
- ❖ Behave in a way that everyone is safe and feels safe
- ❖ If an adult gives me a choice, they are trying to help me
- ❖ Accepting that staff make the final decisions



Positive Behaviour Recognition

We use the following methods to reward and encourage good behaviour

- ❖ Thank the child
- ❖ Praise in class
- ❖ Praise in assemblies
- ❖ Visit to the headteacher, deputy headteacher or any adult significant to the child
e.g. previous teacher
- ❖ Our Expectations certificates given in celebration assemblies.
- ❖ Playground Buddies and Junior Sports Leaders
- ❖ Class Dojos, which can be traded in the shop or saved up
- ❖ Messages to child/parents

Managing Behaviour

Staff will use a stepped approach to encourage good behaviour.

1. Establish eye contact, where appropriate, for some children this can be a trigger
2. Tactical ignoring of negative behaviour and positive comments to reward the good behaviour
3. A quiet personal word
4. Verbal reminder or expectations in a quiet calm voice
5. Remind the child to use Zone of Regulation strategies
6. Provide the child with a choice 'If you continue to xxx, you will miss 1 minute of playtime.'
7. If the behaviour continues, consider if reflection time within the classroom is more appropriate.
8. If behaviour escalates, suggest the child reflects in an agreed place, outside the classroom. This should be for a very short period of time and the teacher will go to the child to discuss the appropriate behaviour and bring the child back to class.
9. If the behaviour is preventing others from learning, request support from SLT. The child will complete work in a separate area
10. If a child is dysregulated, they may need time and space to regulate. The child may be able to use Zones of Regulation strategies independently or possibly with support.
11. If other adults or children are affected by the behaviour of a child, he/she should be encouraged to use ELSA Restorative Practice reflection - 'Think it Through' - sheets to rebuild positive relationships.
12. If the behaviour is disrupting the learning of others or having a negative impact on the physical or mental wellbeing of other children or staff, parents will be informed and required to come into school to discuss immediately with the Headteacher or deputy. This is to highlight the seriousness of poor behaviour and allow us to prevent further issues.
13. **As children progress into Year 4 and above**, we start to prepare them for the expectations of high school. We have adopted a system similar to our local schools where negative behaviour is logged using a point system. A graduated, staged level behaviour support system (BSS) using Internal Support Sessions (ISS) and other sanctions will be used.

Level 1 Behaviour Support Class teacher report: phone call home, recorded and email to parent explain the sanction given e.g. ISS 2-10 points, class teacher responsibility.	Level 2 Behaviour Support Class teacher report: phone call home, recorded and email to parent explain the sanction given e.g. ISS 2-10 points, class teacher responsibility.	Level 3 Behaviour Support Key Stage Leader report: immediate meeting with parent to explain e.g. ISS and removal of privileges for two-week period	Level 4 Behaviour Support Headteacher report: immediate meeting with parent, removal of all privileges for 4-week period and weekly meeting with parent to discuss how to get their child back on track will be stated and parent will need to support school to do this.
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Internal Support Sessions are periods of time where children are supervised by a member of SLT or the SENDCo team. Children may be completing work or having time to re-regulate or reflect on what has happened. This may happen at break time, lunchtime or sometimes in lesson time if the adults feel this is more appropriate.

UKS2 Behaviour Monitoring and Sanctions

Sanction	Behaviour Descriptors	Frequency	Negative points
Stage 1 BS Class teacher report: phone call, recorded and email to parent explain the sanction given e.g. ISS 2-10 points, class teacher responsibility	Persistent low-level negative behaviour		-2
	Not demonstrating Our expectations		-2
	Refusing to engage with restorative practices to solve a problem		-2

Stage 2 BS Class teacher report: Internal Support Session (ISS) with a member of SLT or SENDCo team at next break time or lunchtime or after lunch if appropriate	Persistent poor behaviour that has a detrimental impact on own learning or that of others		-3
	Continued defiance of school rules, e.g. not handing in mobile phone		-3
	Discrimination, intimidation and bullying including cyber bullying		-3
	Deliberate damage of property		-3
	Failure to follow adult instruction		-3
	Failure/refusing to complete classroom or home learning		-3
	Incorrect school uniform (this includes PE kit)		-3
	Late or not coming into class at the appropriate time or leaving class without permission		-3

Move onto Stage 3	More than 5 negative points in a day or 10 in a week move to Stage 2
	Refusing to attend ISS

Stage 3 BS Age-phase Leader report: immediate meeting with parent to explain e.g. ISS and removal of privileges for two week period	More than 10 negative points in 2 week period move onto Stage 3		
	Involvement in incidents that have an ongoing negative impact on other children and staff and inciting others to join in		
	Refusing to attend ISS move onto Stage 3		

Stage 4 BS HT report: immediate meeting with parent, removal of all privileges for 4-week period and weekly meeting with parent to discuss how to get their child back on track will be stated and parent will need to support the school to do this.

Thrive

The school has a number of Thrive practitioners and all staff have had the Introduction to Thrive training. All children are assessed three times a year and from this we provide class, group and individual support based on the needs identified. Over time, we will also work directly with parents.

Additional Support SEND, Social, Emotional, Mental Health and Behaviour

- ❖ Thrive
- ❖ ELSA sessions
- ❖ Nurture groups
- ❖ Meet and greet
- ❖ Breakfast Club
- ❖ Young Carers
- ❖ Mental Health First Aider
- ❖ SES
- ❖ Outreach Specialist support
- ❖ Time out of class after task completed
- ❖ Part time timetable
- ❖ Additional adult support e.g. for sensory breaks, to scribe, to translate
- ❖ Dual placement

Sanctions and Consequences (Sanctions and consequences are not to be used to punish all children for the behaviour of a few.)

- ❖ Missed minutes of playtime.
- ❖ Missed minutes joining in with activities/learning; this should be kept to a minimum to ensure the child's education is not negatively impacted. The aim is to reflect and re-regulate ready to rejoin the class.
- ❖ Quiet reflection time followed by restorative practice conversation and the opportunity to apologise and rebuild relationships
- ❖ Meeting with a member of SLT to reflect and discuss the school expectations and how the child has let themselves down.
- ❖ Withdrawal of privileges e.g. clubs, participation in school events such as school discos, parties
- ❖ Children who fail to follow instructions to keep themselves or others safe will not be able to attend offsite events and visits

SEMH/SEND/Looked After Children:

For children with SEMH/SEND or 'Looked After' children, reasonable adjustments will be made; behaviour support plans and/or risk assessments, which will be agreed with parents/carers, will be in place to enable them to meet the requirements of the School Positive Behaviour and Relationship Policy. These will be reviewed regularly. They will

also access support from outside agencies to ensure that we are doing all that we can to allow them to be successful in school.

Where a child presents with difficult and dangerous behaviours, robust risk assessments will be produced and the appropriate decisions made about provision and the risks to safety. SEND/Social Emotional and Mental Health needs children will have behaviour support plans and/or risk assessments already in place and all reasonable adjustments made in order to ascertain whether it is appropriate for them to take part in certain activities and off-site visits. If a child has persistent or severe problems with their behaviour, which may be deemed dangerous to themselves or others, the class teacher will meet with parents to discuss appropriate strategies. If the need arises at any of the above stages, we will work with external agencies to support self-regulation and awareness and in turn behaviour.

Part time Timetables

In some instances, where children struggle with a full school day and demonstrate difficult and dangerous behaviour, it may be beneficial for the child to have a reduced timetable. The purpose of this would be to support the child to be in school successfully full time, increasing this in manageable steps. This would be clearly structured within a written part time timetable, agreed between parents, the SENCo/DSL/EWO (as appropriate) and the Headteacher. This will be signed by the Senior Leadership Team everyday so that it is clear where the child is within the timetable and how successful it is proving. The aim is always for the child to be back in school full time as quickly as possible.

Physical Interventions

In instances where there is significant risk of harm to a child or member of staff, physical intervention may be deemed necessary. This will be a last resort, necessary and proportionate to the harm it is intended to prevent. Please see the school's Physical Intervention Policy for further details.

Suspensions and Exclusions

Serious incidents or persistent poor behaviour may lead to a fixed term suspension of up to 5 days, using the national guidelines for exclusion (DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England May 2023). Only the Headteacher of the school is authorised to suspend/exclude a child. In the absence of the Headteacher this can be authorised in writing via email to the Deputy Headteachers. Before a child returns to school, following suspension, there will be a minuted reintegration meeting with a senior member of staff or safeguarding welfare officer on site that day with both the child and parents. At these meetings, it is important that the voice of the child is heard and recorded.

Incidents deemed serious include:

- ❖ Physical attacks with intent to hurt/injure other children or adults (e.g. pushing, hitting, kicking, biting)
- ❖ Verbal abuse of other children or adults
- ❖ Persistent poor behaviour that has a detrimental impact on own learning or that of others
- ❖ Continued defiance of school rules
- ❖ Discrimination, intimidation and bullying including cyber bullying
- ❖ Deliberate damage of property
- ❖ Possession of harmful substances (e.g. drugs, alcohol)
- ❖ Possession of dangerous/unsuitable items (e.g. knives, BB guns, Nerf guns)

NB: this is not an exhaustive list.

After a period of fixed term suspension, the child starts afresh – but if he/she moves to fixed term suspension again, permanent exclusion may result, using national guidelines for exclusion (DFE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England May 2023)

Confiscation and Searches

If a child brings in an item that is not suitable, the class teacher will confiscate it and parents will be called in to come and collect it at the end of the day. In the first instance, a child will always be asked to surrender the item.

Items that will be confiscated due to being prohibited or banned can include:

- ❖ Phones
- ❖ iPads/tablets
- ❖ Knives/blades/weapons
- ❖ Alcohol
- ❖ Drugs
- ❖ Items believed to be stolen
- ❖ Tobacco/cigarettes
- ❖ Fireworks
- ❖ Pornographic images
- ❖ Any item that the member of staff believes 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).

NB: this is not an exhaustive list.

Searching

Should a risk become known, key staff hold the power to search for the above items, and will do so in line with the [latest DFE guidance on searching, screening and confiscation](#).

Bullying

Bullying is done with the intention of causing distress and usually takes place over a period of time. It can be physical or emotional. Bullying can take many forms and can include: physical assault, teasing, making threats, name-calling, cyber bullying. Please refer to the Anti-Bullying Policy for further details.

Racist and homophobic Incidents

These are incidents where the victim feels that they are being targeted due to ethnic origin, race, beliefs or sexuality and gender. These will be dealt with very seriously -

- ❖ All incidents will be recorded and kept in children's files
- ❖ Parents will be informed
- ❖ The child will receive consequences and could be suspended or excluded

Cyber bullying

These are incidents where a person or group of people use the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else. We recognise that this can have a very serious impact on children.

If cyber bullying is reported to the school we always take this seriously and will investigate the issue in detail.

- ❖ All Incidents will be dealt with by involving parents/carers, through sending home letters and arranging meetings.
- ❖ If necessary according to the seriousness of the incident the police may be informed.
- ❖ We always attempt to tackle cyber bullying by teaching children about what cyberbullying is and the impact it can have.
- ❖ In cases of more serious incidents we will use the online safety flow chart and incident referral forms to report incidents. Where necessary these may need to be passed through to the Local Authority Designated Officer (LADO) See Online Safety Policy

Pupil conduct outside the school gate

Teachers have a statutory power to discipline pupils outside of the school premises where;

- ❖ Witnessed by a staff member
- ❖ Reported to the school
- ❖ The pupil is identifiable as a pupil at the school

Or behaviour that;

- ❖ Has repercussions for the orderly running of the school
- ❖ Poses a threat to another pupil or member of the public
- ❖ Could adversely affect the reputation of the school

Name of Student:**Date of Agreement:**

- This agreement sets out the behaviour expectations for the student named in the Agreement.
- The agreement identifies what the School will aim to do for the student in order to support their needs.
- The agreement identifies a partnership between Parents/Carers and the School with the aim of maximising the potential of the young person.
- The agreement once signed by the student, represents a clear understanding of how they are expected to conduct themselves on a day to day basis.

What the School Agrees to do:

- 👍 Provide a Curriculum that helps prepare the student for their next steps.
- 👍 Provide the Behaviour support and guidance necessary for the student to succeed in learning.
- 👍 To try and understand why a student behaves in a particular manner.
- 👍 Reward and recognise student successes across all aspects of life.
- 👍 Encourage parental involvement at all times and be open and welcoming.
- 👍 Ensure parents/carers receive prompt information about their child's behaviour.

What Named Student agrees to do:

- 👍 Abide by the School's Behaviour Policy.
- 👍 Be courteous and respectful at all times.
- 👍 Adopt a calm approach when things don't go quite right
- 👍 Identify someone who may be able to help them when they feel angry
- 👍 Not to leave class without permission.
- 👍 To follow instructions without confrontation.
- 👍 Accept consequences without question, when their behaviour has been unacceptable.

Consequences for breaking this agreement:

- 👍 Student and mum understand that it will result in immediate referral to the behaviour policy

What Parents/Carers agree to do:

- 👍 Encourage and support their child in all that they do.
- 👍 Ensure that student attends regularly.
- 👍 Ensure that student comes to school in full uniform.
- 👍 Inform the office of absence from school or of any problems that might affect the child.
- 👍 Attend meetings where appropriate

Signed _____ (Student)

Signed _____ (Parent/Carer)

Signed _____ (School staff)

Think Sheet







Name: _____ Date: _____

Today I:

- ☐ Was interrupting or talking when I was supposed to be working
- ☐ Was not keeping my hands to myself
- ☐ Was not following my teacher's directions the first time
- ☐ Was not following toilet/corridor expectations
- ☐ Was not focusing on my learning
- ☐ _____

Here is what happened:

This is how I feel about my choice:

			
<div style="border: 1px solid black; padding: 2px 10px;">Happy</div>	<div style="border: 1px solid black; padding: 2px 10px;">Embarrassed</div>	<div style="border: 1px solid black; padding: 2px 10px;">Sad</div>	<div style="border: 1px solid black; padding: 2px 10px;">Angry</div>

Next Time, I will:

Parent Signature: _____

Student Signature: _____

Positive Monitoring Report Cards



Name: _____

Pupils must:

- make a conscious effort to respond positively whilst on their report card
- ensure that their report card is signed and brought to school each day
- report to the member of staff at the designated times

Staff overseeing the report should:

- set a clear time period for pupils on a Monitoring Report Card
- meet pupils regularly, taking a consistent approach in dealing with under-performance
- challenge under-performance, following up with SLT or relevant sanctions
- contact home once a week to update parents on their child's progress

Week 1	Before Break	Break	After Break	Lunch	Afternoon
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Week 2	Before Break	Break	After Break	Lunch	Afternoon
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					



Year
1,2,3

If I do this...

1. Tactical ignoring of negative behaviour, positive comments to reward good behaviour
2. A quiet personal word
3. Verbal reminder in a calm, quiet voice
4. 'If you continue to XXX, you will miss 1 minute of playtime'

- Persistent low-level negative behaviour
- Not demonstrating our school values and expectations
- Refusing to engage with restorative practices to solve a problem
- Mobile phone in school

Level 1 Behaviour Support Message home
Restorative conversation with those affected

- Persistent poor behaviour that has a detrimental impact on own learning or that of others
- Continued defiance of school rules
- Discrimination, intimidation and bullying including cyber bullying
- Deliberate damage of property
- Failure to follow adult instruction
- Failure/refusing to complete classroom or home learning
- Incorrect school uniform repeatedly (this includes PE kit)
- Late or not coming into class at the appropriate time or leaving class without permission

Level 2 Behaviour Support Message home
'Think sheet' during playtime, can go outside when completed to a suitable standard.

- Physical attacks with intent to hurt/injure other children or adults
 - Verbal abuse of other children or adults (protected characteristics)
- Level 3 Behaviour Support

Fixed term exclusion.
Meeting with headteacher and class teacher

- x3 'Think sheets' within a week ...
- Refusal to engage in restorative practice

Level 3 Key Stage Leader report
Immediate meeting with parent, removal of all privileges for 1-week period - discos, trips, afternoon playtimes

- x3 'Think sheets' within a week ...
- Refusal to engage in restorative practice

Level 4 Headteacher report
Immediate meeting with parent, removal of all privileges for 2-week period - discos, trips, afternoon playtimes

