



Positive Behaviour and Relationships

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Positive Behaviour and Relationships Policy

Rationale

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach. This policy draws on current thinking and practice relating to relationships and behaviour, a key factor in enabling pupils to achieve personal growth and reach their full potential. **Positive relationships are fundamental to all pupils achieving success at our school.**

“The idea that behaviour management is simply about learning a set of techniques that emerge from a teacher’s ‘toolkit’ is a dangerous one. Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with magic behaviour systems, bought with data tracking software or instantly achieved by calling school an academy. In behaviour management, culture eats strategy for breakfast. Getting the culture right is critical. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave”

When the Adults Change Everything Changes

At Howletch Lane Primary School Primary school we are committed to modelling and reinforcing positive and respectful relationships and behaviour within school, so that our pupils can learn how to be successful and independent members of society.

We aim:

- To provide a happy, secure, inclusive, caring environment, where all feel valued.
- To celebrate all success.
- To ensure that each individual realises their full potential.
- To provide inclusive support systems which promote personal, social and emotional development.

Our agreed aims which are crucial to the success of this policy are:

- To be consistent with how we carry out our approaches to behaviour and relationships throughout the school.
- To treat children fairly, considering individual needs and challenges.
- To communicate well as professionals to support the children in our school.
- To build strong relationships between adults and pupils, pupils and pupils, adults and adults.
- To have high and attainable expectations.
- To ensure our approaches to behaviour and relationships are meaningful and positive.
- To ensure that all members of the school community have the right to be listened to and treated with respect.

Our policy is underpinned by our whole school 'SHINE' values which were developed with the whole school Community as well as our positive behaviour values.

Our 'SHINE' Values:

Support

Honesty

Independence

Nurturing

Enjoyment

Our Positive behaviour values:

Ready to learn, **Respectful** to all, **Safe** at all times

At Howletch Lane Primary School Primary School we work together to ensure that there is a culture and ethos where everyone has the right to be a valued part of our school community. Through our Positive Behaviour Policy, we demonstrate fairness, compassion, understanding, high expectations and ambition for all members of the school's community. We focus on:

- The importance of adult behaviours in shaping school culture.
- Positive reinforcement, delivering restorative consequences where applicable.
- Creating consistent routines, responses and expectations across the school.
- Building strong, supportive relationships with pupils.

Rights, Responsibilities and Expectations

At Howletch Lane Primary School Primary School, we all have the right to feel safe, happy and respected. This applies to every member of our school community – children, teachers, support staff, school management, parents and visitors to our school. We believe children have the right to learn and teachers have the right to teach.

Being clear about our expectations of each other and our interrelated responsibilities is a vital starting point for maintaining respectful relationships and behaviour at Howletch Lane Primary School. The school's leaders model and promote school values. SLT members are not expected to deal with behaviour referrals in isolation, but stand alongside colleagues to support, guide, model and show a united consistency in approach to challenging behaviours.

Responsibilities: To demonstrate an understanding of the school's values

Pupils will:

- Show respect to all school staff and visitors.
- Listen to others when they are speaking
- Follow instructions
- Always tell the truth, even when they are afraid to
- Ask for help when unsure.
- Wear school uniform, including PE kit.
- Line up calmly and quietly inside school and on the yard
- Respect the school buildings, environment and resources.
- Walk around school calmly and quietly e.g. for assembly, breaks and lunchtimes.
- Show respect and consideration of another person's property.
- Behave well when travelling to and from school and on school trips.
- Demonstrate SHINE values

Teachers will:

- Collect pupils promptly at times of lining up.
- Treat pupils as individuals, get to know pupils and respect them.
- Model appropriate behaviour when dealing with incidents and discussing problems with children
- Be consistent in the use of rewards and sanctions.
- Praise children's positive behaviour regardless of which class they are in.
- Ensure the curriculum is inclusive, using information from SEND documents to make sure all needs are met within lessons.
- Have well prepared, adaptive lessons which are planned using data from Insight
- Ensure that any staff covering the class are aware of any behavioural needs of pupils.
- Engage with parents/carers in order to share positive information about behaviour and to elicit support in improving behaviour.
- Encourage children to demonstrate school values through learning opportunities and positive recognition.
- Take ownership of behaviour: be reflective and alter strategies if others are not working.
- Record challenging behaviours on CPOMS using the STAR format.

SLT will:

- Meet and greet pupils and their families at the beginning of the day.
- Be a visible presence around school to encourage and model appropriate conduct.
- Visit classes to promote positive behaviour.
- Monitor delivery of the curriculum to ensure that it is inclusive, using information from SEND documents to make sure pupils' needs are met within lessons.
- Monitor planning to ensure that lessons are adaptive, using data from Insight, relevant and engaging, ambitious and realistic.
- Track behaviour using CPOMS and use data to support those children who are consistently presenting challenging behaviour.
- Ensure all staff are aware of any specific information relating to pupils and try to include staff in relevant meetings regarding pupils.
- Ensure staff training needs, which benefits the school or an individual, are identified and met.
- Listen to staff, pupils and stakeholders
- Work in partnership with parents/carers, sharing positive information about behaviour and working together to improve unwanted behaviour.
- Acknowledge children's positive behaviour. Ensure positive behaviour is recognised through celebrating achievement e.g. assemblies.
- Issue meaningful consequences when required.
- Provide staff with support so they can carry out restorative interventions.

Support staff / Playground supervisors will:

- Ensure they circulate the playground within designated areas.
- Keep pupils with specific needs in view and supervise all areas.
- Intervene quickly and calmly.
- Have restorative conversations with pupils prior to use of sanctions
- Be consistent in the use of rewards and sanctions.
- Keep teachers aware of specific behavioural information; including while pupils are on break times
- Engage with children and get to know them.
- Model effective play and interactions
- During incidents, model active listening and respectful responses: ensure all parties can express themselves and listen to the viewpoint and experiences of others.

Parents / Carers will:

- Ensure their child arrives at school on time.
- Ensure that their child is wearing the correct school uniform every day.
- Ensure their child has the necessary equipment for school, P.E. kit and appropriate outdoor wear.
- Ensure that their child has something to eat and drink before school.
- Attend any scheduled meetings regarding their child e.g. Parent/carers consultations, individual meetings.
- Work with the school to resolve school-based issues.
- Contact the school whenever there is a problem, so that it can be sorted quickly.
- Contact the school if there is anything we need to know which could impact their child's learning/behaviour.

Our Approach to Relationships and Behaviour

At Howletch Lane Primary School Primary School, we firmly believe that the reward should be in the behaviour itself. The more we notice good behaviour the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships. On occasions, we do have to deal with behaviour that does not meet our agreed expectations and we do this in two ways:

- Firstly, we use a restorative approach to deal with conflict in order to find meaningful, positive solutions for all involved and to learn and endeavour to prevent further incidences.
- Secondly, if necessary we have agreed consequences which can be used to support the child in learning about good behaviour. These are logical and apply directly to the negative incident. Examples of appropriate consequence scripts are:

If you choose to break something, you will fix it.

If you chose to make a mess; you will clean it.

If you chose not to complete work, you will do it at break time.

If you hurt someone's feelings; you help fix them.

If you do not use materials appropriately; you won't use them (for a short period of time).

Supporting Outstanding Behaviour for Learning at Howletch Lane Primary School

Most children will, at some point, require support to ensure that good behaviour is habitual and valued as a vital skill that supports learning and leads to successful outcomes for all. It is important that all adults deal with behaviour concerns at the time that they occur. By addressing these concerns, adults across the school reaffirm class and school expectations ensuring consistency in approach and expectations. As a result of this consistency, children feel secure; they know that everybody expects the same and by consistently modelling and expecting good behaviour we show that this is important to everyone.

Behaviour chart

A stepped behaviour charter is in place to support with behaviour across the school.

All members of the school are expected to adhere to the high expectations set.

The chart outlines examples of behaviours with possible behaviours and consequences.

Graduated Approach to Behaviour			
Level	Examples of behaviour	Possible Consequences	Next steps for staff
Celebration	<ul style="list-style-type: none"> Following instructions Completing tasks Attempting new learning Supporting others Asking for help or for clarification Listening carefully Walking around school safely and quietly Sharing Respecting resources 	<ul style="list-style-type: none"> Verbal praise Sticker House points Positive note/text/email home. 	Reward and acknowledge behaviours from all pupils, regardless of whose class they are in.
1	<ul style="list-style-type: none"> Swinging on chair Interrupting/calling out Not being on task Not following instructions Pushing in line Rough play at playtime/lunchtime 	<ul style="list-style-type: none"> Quiet reminder Verbal warnings Non-verbal signals 	<p>Duty staff to share stage 1 behaviours with class teacher.</p> <p>Staff to respond to all stage 1 behaviours through a conversation with the pupil away from others and at an appropriate opportunity. The adult will remind the pupil of behaviour expectations and ask if the pupil needs help with anything. Expectations and potential consequences will be shared with the pupil.</p> <p>Class teacher to reflect on what else can be put in place to avoid this happening in the future.</p> <p>Consistently praising good behaviour so it has a positive effect on those making poor choices.</p>
2	<ul style="list-style-type: none"> Persistent stage1 behaviour Rudeness Swearing Disrupting the class / affecting other pupil's learning Inappropriate remarks to other pupils Minor challenges to authority (refusal to comply) Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling Repeated incidences of playing unkindly at playtime/lunchtime Targeted behaviour towards the same child repeatedly over a day 	<ul style="list-style-type: none"> Missed minutes of playtime either with the class teacher or other staff member. <i>Reflection sheet to be completed.</i> 5 mins KS1 10 mins KS2 	<p>Class teacher to inform parents of persistent stage 1 behaviour or stage 2 behaviours weekly. Either by phone call or a 1:1 conversation after collection at home time</p> <p>Incidents to be recorded on CPOMS</p> <p>Key Phase SLT member to speak to pupil.</p> <p>Playtime incidents to be reported to the class teacher and logged on CPOMS.</p> <p>Review provision in place and see if further intervention or resources are needed. Class teachers to support pupils learning and behaviour needs.</p>

3	<p>Persistent stage 2 behaviours Targeted behaviour towards the same child for more than one day Throwing objects with intent to harm Continued or more serious challenge to authority Stealing Repeated refusal to do a set task Highly offensive remarks to children</p>	<p>Reflection sheet completed during missed playtime. (Whole of playtime missed)</p>	<p>Telephone call to inform parents from key phase SLT member</p> <p>Behaviour to be reported on CPOMS by class teacher and conversation with parents recorded by SLT member, with further actions recorded</p> <p>Further actions implemented.</p>
4	<p>Persistent stage 3 behaviours Harming someone on purpose so they need medical help Bullying Fighting Racism/homophobic comments Very serious challenge to authority Leaving school without permission</p>	<p>Class teacher / Key stage SLT to investigate.</p> <p>Reflection sheet completed during lunchtime. (Whole of lunch time break missed with HT / DHT)</p> <p>Meeting scheduled with parents (Key Stage SLT to support class teacher)</p>	<p>Situation to be monitored by teacher and Key Stage SLT.</p> <p>Actions to be recorded on CPOMS.</p> <p>Meeting with parents and Key Stage SLT.</p> <p>Potential referral to external agencies</p>
5	<p>Persistent stage 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff or pupil Malicious physical assault on another pupil or member of staff</p>	<p>Break separate to other pupils, supervised by HT/DHT.</p> <p>Reflection sheet with a member of SLT during lunchtime.</p> <p>Fixed period of internal exclusion to be applied (at discretion of HT/DHT depending on severity)</p>	<p>Situation to be monitored by teachers, SLT and Headteacher.</p> <p>Actions to be recorded on CPOMS.</p> <p>DHT to call to inform parents and arrange a meeting with them.</p> <p>Potential to miss non-curricular activities, such as parties or football team</p>
6	<p>Repeated stage 5 behaviours</p>	<p>Reported to SLT and to HT.</p> <p>Fixed period of external suspension to be applied (at discretion of HT/DHT depending on severity)</p> <p>Return to school meeting with agreed behaviour contract revisited.</p>	<p>Situation to be monitored by teachers, SLT and Headteacher.</p> <p>Actions to be recorded on CPOMS.</p> <p>HT to call to inform parents and arrange a meeting with them.</p> <p>Behaviour contract to be initiated for a fixed amount of time before review.</p> <p>No option to attend non-curricular activities while on a behaviour contract</p>

Children should not be sent out of class for any behaviour incident. When needed, the children can step out of class to regulate their feelings, they should be followed out promptly to complete a restorative conversation.

Alongside this, consultation with outside professionals (dependent of need/intersection of needs) will be actioned where necessary. Agencies worked alongside include: safeguarding teams, behaviour and inclusion team, CAHMS outreach, SALT and EP service.

Celebration – children’s behaviours are celebrated through verbal praise, stickers, sharing of work with others and house points. These behaviours are expected in school and support good behaviour for learning. Adults consistently model how to behave positively and deal with challenges or frustrations. This is further reinforced through ‘think alouds’ when modelling during teaching sessions and through weekly Commando Joe’s sessions.

Demonstrations of positive behaviours following any negative behaviour should always be acknowledged. It can take a lot of resilience for a child to return to a class after a negative behaviour incident, so recognition that the child has worked to return to class should be noted with a positive welcome, such as:

- Thank you for coming back to class, we missed having you here.
- Thank you for turning things around.
- I’m proud of you for putting things right / turning things around.

Children may need a reminder how to behave. This will take place away from others and at an appropriate opportunity. Adults across the school will be consistent in using phrases including:

- I need you to follow my instructions, thank you.
- Are you doing the right thing?
- What do you need me to do to help you?
- How can I help you to do the right thing?
- At Howletch, we look after our friends / school / resources

Children regularly lack emotional vocabulary. By using a ‘feelings fan’ you may discover the trigger for any negative behaviour and initiate a restorative conversation.

Recording negative behaviour on CPOMS

We use CPOMS (Child Protection Online Management System) to record and monitor behaviour across the school. All negative behaviour incidents are recorded in line with the behaviour chart. Incidents are recorded using the **STAR** format:

- ❖ **Setting** – where and when the incident happened
- ❖ **Trigger** - may not be obvious or visible to you.
- ❖ **Action** – what you did
- ❖ **Resolution** - how the incident was resolved and closed

Summary

Positive relationships are fundamental to all pupils achieving success at our school. It is essential that every member of the school community engages with the school’s chosen approach to behaviour management so that everyone feels safe, happy and valued.