HOLY TRINITY CE PRIMARY SCHOOL

POSITIVE RELATIONSHIP & BEHAVIOUR POLICY

Learning and caring together,
building a firm foundation for the future

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Respect   Honesty   Love
Positive Relationship & Behaviour Policy

A. Introduction

Positive behaviour choices are an integral part of the learning process.

All pupils and adults have the right to work and develop in an atmosphere of mutual respect; where positive relationships are valued within the school and the wider community.

Our core values of love, honesty and respect are integral to the effective implementation of this policy and fostering positive behaviour across our school community.

This policy will be applicable in school, on trips and also where children are representing the school.

In order to promote the success of this policy, the school will endeavour to ensure an effective partnership between adults at home and at school.

B. Policy Principles

- **Learning and Caring Together, Building a Firm Foundation for the Future** – our school’s mission statement.
- **Love, Honesty and Respect** – our core school values.

C. Policy in Action

We believe that acceptable behaviour is in practical terms by being polite, kind, thoughtful, truthful and respectful to others in words and actions.

**Examples**

- Holding doors open for others
- Acknowledging each other with respect, for example by saying ‘Good morning’
- Caring and respecting all property and belongings
- Saying ‘please’ and ‘thank you’
- Acknowledging when people are speaking to you with a positive physical or verbal response
- Being honest and truthful
- Admitting when we make mistakes and learning from them
- Showing that we have reflected on why we have made negative choices
- Demonstrating that we can show ways that we are sorry, not just through words
D. Restorative Justice

Holy Trinity CE Primary School is a restorative school. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Key Themes & Restorative Language

- **What happened/Thoughts and feelings**
  “Can you explain what happened?” or “Tell me what happened?”
  “What were you thinking/feeling at the time? “And now?”

- **Harm and Affect**
  “Who has been affected/harmed by what has happened and how?”

- **Needs**
  “What do you need to make it right/for you to feel better?”
  “Is there anything that you could do to repair the harm?”

- **Future / Agreements / Negotiations**
  “If the same thing happens again, what could you do differently?”

E. Behaviour Management

**Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
F. Positive Consequences

1. **A word of praise** – *the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those learners who are hardest to reach.*
2. **Positive note** in contact books.
3. **Visiting a parallel class**, another teacher, a member of the leadership team or the Head Teacher.
4. **Feedback** to parents verbally.
5. **Photocopy** work and send home.
6. **Reward postcards**.
7. **House Points**
8. **Star Learner** of the week chosen.
9. **Goodies** – pupils ‘caught doing the right thing’ will be given a caught doing the right thing slip. This slip will be placed into a collection pot where two names will be retrieved at random at the end of the week. Winners will then be allowed to draw a prize from the Goodie Bag.
10. **Golden Time** – *every Friday afternoon, pupils who’ve been positive role models and caught doing the right thing will have the choice in how they would like to celebrate this achievement. This can be done by listening to music, arts/crafts, movie, board games and or a suitable toy from home etc.*

G. When Something Goes Wrong

A small number of children will require extra support with their choices and consequential behaviour. There are a number of strategies that will be employed but underpinning these strategies is the aim to encourage our pupils to reflect on their own behavioural choices and take responsibility for their actions.

**Behaviour Management Strategies**

1. **Verbal reprimand** – a gentle reminder of expectations or modelling of positive choices. This should be done without an audience.
2. **Restorative justice** – incidences of negative behaviour towards others must be dealt with in a restorative manner. The restorative approach will enhance the individual’s social skills and reduce the likelihood of reoccurrence.
3. **Time out in a buddy classroom** – the purpose of time out is to give pupils the opportunity to reconsider their behaviour choices and sometimes to give others respite. During time out, pupils will sit quietly focusing on a sand time for 5 minutes. **They will not stand in a corner or outside the room.**
4. **Missing break time**.
5. **Community service** — activities include picking up litter or weeding school grounds, tidying a classroom, helping clear up the dining hall after meal times or removing graffiti.

6. **Lunch-time detention.**

7. **Loss of privileges** — e.g. the loss of a prized responsibility or not being able to participate in a non-uniform day.

8. **Completing written tasks** — writing lines, an apology letter or an essay.

9. **Report cards** — persistent negative behaviours will result in a personalised behaviour plan being written. This will done discreetly and pupils and parents will have regular updates on the progress of agreed targets.

**Sanctions**

1. **1\textsuperscript{st} instance** — reminder of correct behaviour.

2. **2\textsuperscript{nd} instance** — verbal warning — pupils will be warned and given an opportunity to correct inappropriate behaviour.

3. **3\textsuperscript{rd} instance** — loss of house points — the reduction in the number of team points is at the discretion of the class teacher.

4. **Persistent poor behaviour**
   a. **Time out in a buddy classroom** — the purpose of time out is to give pupils the opportunity to reconsider their behaviour choices and sometimes to give others respite. During time out, pupils will sit quietly focusing on a sand time for 5 minutes. They will not stand in a corner or outside the room.

   b. Pupils’ privilege of playtime will decrease in increments of 5 minutes up to a maximum of 10 minutes at playtime and a maximum of 20 minutes at lunchtime. Pupils will be provided with opportunities to earn back time and redeem themselves.

   c. All incidents will be recorded in class’ Incident Book and parents notified.

   d. Family Support Worker will meet with parents to create a behaviour support plan for pupil and placed on report.

5. **Sent to Head / Deputy Head Teacher**
   a. Physical acts of violence.
   b. Flagrant disregard of authority of staff.
   c. A repeated and reoccurring pattern of inappropriate behaviour.
6. **Temporary or permanent exclusion by Head Teacher** – this is a measure of last resort and will only be in extreme cases.

**Behaviour and Relationships Support**

- Peer mediation
- Physical breaks
- Class Circle Time
- Mood Cards

**Supporting Pupils**

**Pupils who have been bullied will be supported by:**

1. Reassuring the pupil and providing continuous pastoral support.
2. Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
3. Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
5. Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
6. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children’s Services, or support through the Children and Young People’s Mental Health Service (CYPMHS).

**Pupils who have perpetrated bullying will be helped by:**

7. Discussing what happened, establishing the concern and the need to change.
8. Informing parents/carers to help change the attitude and behaviour of the child.
9. Providing appropriate education and support regarding their behaviour or actions.
10. If online, requesting that content be removed and reporting accounts/content to service provider.
H. Support that is available for improving the emotional and social development of pupils with Special Educational Needs

Pupils who may require additional and different resources because of their special educational needs, will be supported to enable them to develop and mature appropriately.
For some pupils with the most need for help in this area we also can provide the following:

1. Access to our SENDCo
2. Access to our Pupil Support Worker
3. Mentor time with a member of Senior Leadership Team
4. Counselling services provided by ‘Walk Tall’
5. Access to our Family Support assistant
6. External referral to Child and Adolescent Mental Health Service
7. Discussion at Local Inclusion Forum Team (LIFT) meetings with the potential to refer to a member of the Specialist Teaching and Learning Service
8. Safe space for pupil to use when upset or agitated
9. Where necessary, the schools will liaise with an Educational Psychologist

Permission will always be sought to discuss your child with an outside agency
I. Roles and Responsibilities

Staff and all volunteers are expected to:

1. Establish positive working routines within their class
2. Act as positive role models for behaviour and our core values.
3. Check on reasons for pupils being in school building at play/lunch times.
4. Address inappropriate behaviour – never walk past.
5. Record behaviour incidents in Class Incident Book.
6. Discuss inappropriate behaviour with children – remind them of their responsibilities.
7. Direct pupils to try again if they are seen running through the building.
8. Intervene if children are talking to others in a disrespectful way – always intervene.
9. Reinforce good behaviour using positive assertive language.
10. Have consistently high expectations of behaviour and attitude for all learners.

Senior Leadership Team members are expected to:

1. The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school’s statement of behaviour principles (appendix 1). The Head Teacher will also approve this policy.
2. The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
3. Meet and greet learners at the beginning of the day.
4. Be a visible presence around the school to encourage appropriate conduct.
5. Return learners to learning by sitting in on reparation meetings and supporting staff in conversations.
6. Celebrate staff and learners’ efforts which go above and beyond expectations.
7. Encourage use of positive notes, stickers, postcards and positive telephone calls home.
8. Ensure staff training needs are identified and addressed.
9. Use behaviour data to target and assess patterns of behaviour, interventions, policies and practice.
10. Regularly share good practice.
11. Support teachers and support staff in managing learners with more complex behaviours.
12. Regularly and thoughtfully review and adapt strategies where necessary.
Parents are expected to:
1. Ensure children attend school every day.
2. Inform the school of any changes in circumstances that may affect their child’s behaviour.
3. Discuss any behavioural concerns with the class teacher promptly.
4. Talk to their children about the necessity of seeing things from another person’s perspective/viewpoint.
5. Support children in managing their emotions and behaviour.
6. Teach children how to be respectful and kind.
7. Work together with the school to promote positive relationships and behaviour.
8. Teach their children the importance of honesty.

Pupils are expected to:
1. Try to understand other people’s point of view.
2. Make it as easy as possible for everyone to learn and for the teacher to teach, whether this takes place inside or outside the classroom.
3. Show friendship, kindness and care to others.
4. Speak politely to each other and all adults.
5. Move quietly around the school.
6. Keep our school clean and tidy so that it can be a welcoming place of which we can be proud.
7. Take pride in their appearance and possessions and have respect for other people.
8. Remember that the school’s reputation depends on the way they behave.
9. Attend every day and be punctual.
10. Use litterbins for their rubbish.

Governors are expected to:
1. Be familiar with the school policy and actively support, promote and ensure implementation of this policy throughout the school and wider community.
2. Regularly review the success of this policy and hold all parties to account.
3. Model positive behaviour and relationships with staff and pupils.
4. Review this behaviour policy in conjunction with the Head Teacher and monitor the policy’s effectiveness, holding the Head Teacher to account for its implementation.
J. Power to Screen and Search Pupils

All staff at Holy Trinity CE Primary School have the right to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. All staff at Holy Trinity CE Primary School have the right to search without consent for the following items:

a. knives and weapons
b. alcohol
c. illegal drugs
d. stolen items
e. tobacco and cigarette papers
f. fireworks
g. pornographic images
h. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
i. any item banned by the school rules (mobile phones, elastic bands, slingshots)

K. The Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Head Teacher and all authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
L. The Power to Discipline for Behaviour outside the School Gates

Teachers have the power to discipline pupils for misbehaving outside of the school premise “to such an extent as is reasonable”. Should non-criminal bad behaviour and bullying occur off the school premises and which is witnessed by a staff member or reported to the school, the following punishments can be imposed on pupils:

1. A verbal reprimand.
2. The setting of written tasks as punishments, such as writing lines or an essay.
3. Loss of privileges – examples include, removal from prefect and or school council duties, nonparticipation in school trips and events.
4. Detention including during lunch-time and after school.
5. School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom etc.
6. Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
7. In more extreme cases schools may use temporary or permanent exclusion.

M. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

N. Pupil 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 behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues 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.
S. Legal

Holy Trinity CE Primary School acknowledge the school’s legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting pupils with special educational needs.

The policy also recognises that some pupils may require a more sensitive and differentiated approach.

T. Summary Diagram – Responding to Inappropriate Behaviour

- **Redirection (drive-bys)**
  - Non-verbal cues, adjust seating plan, acknowledgement

- **Disappointment Points**
  - Emphasise student’s choices, show disappointment, re-engage

- **Rule Reminder**
  - Clarify expectations, give choices, remind of previous good contact

- **Caution**
  - Calm assertive intervention, clear verbal warning, clarify choices

- **Last Chance**
  - Scripted intervention, reframe

- **Time out**
  - 5 minutes maximum, reset expectations, allow time for tempers to calm down

- **Reconciliation & reparation**
  - Focus on the learning, repair trust with the student, five restorative questions.

Paul Dix (2016)