



Positive Behaviour and Relationships Policy

Approved by governing body: March 2025

Next review date: March 2027

Positive Behaviour & Relationships Policy

The purpose of this policy is to define a whole school vision to promote and maintain excellent pupil behaviour within our school and our community. It is our aim that every member of the school community feels safe, valued, and respected and that each person is treated fairly. Our principles and values are built on mutual trust and respect for all, and high standards of behaviour pervade all aspects of school life. Staff model the expected behaviour, and pupils are routinely reminded of our expectations.

Our school has extremely high expectations of behaviour and this policy has been written to ensure that all pupils and adults feel safe, happy, and can learn, achieve and be successful in a supportive environment that limits disruption.

Behaviour is everybody's responsibility.

Our Behaviour Principles:

1. Burton upon Stather Primary School has consistently high expectations of our pupil's behaviour without exception. We believe that excellent behaviour is imperative to ensure that all children's right to an excellent education is respected. We believe all children should understand that it is the responsibility of staff, pupils, parents and members of the school community to uphold and maintain our school values.
2. Pupils understand and respect that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others.
3. Every pupil has the right to learn in a safe environment.
4. We are an inclusive school, and all pupils, staff and visitors are free from any form of discrimination. Our policies reflect the Equality Act 2010.
5. Staff and volunteers set consistently high expectations of all pupils.
6. School will work in partnership with children, parents, and staff to uphold consistently high expectations of their behaviour and modelling at all times.
7. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with special educational needs and/or disabilities, and all vulnerable pupils, is set out in this policy.
8. Rewards, sanctions and reasonable force are known, understood and used consistently by staff, in line with school policy.
9. Pupils are helped to take responsibility for their actions.

10. Exclusions and suspensions will only be used as a last resort, and outline the processes in permanent and fixed term exclusions.

11. Families are involved in behaviour incidents, as deemed appropriate by school staff, to foster good relationships between the school and pupils' home life.

The school also emphasises that violence or threatening behaviour or abuse by pupils or parents towards school staff will not be tolerated in any circumstances. If a parent does not conduct themselves properly, the school has the right to ban them from the school premises and, if they continue to cause disturbance, he or she may be liable to prosecution.

Basis of our behaviour system

Our school's behaviour system is based on consistent positivity and modelling expectations to pupils. This is a non-negotiable for all adults who enter our school. Our school has only 3 rules, which underpin everything that we do:

- ◆ Be Safe
- ◆ Be Ready
- ◆ Be Respectful

Basic criteria under-pinning behaviour management at our school

- ◆ We lay a huge emphasis on a positive approach to behaviour management and recognise that some children learn to emulate what they see on a regular basis
- ◆ We know that our children are well behaved and are praised and encouraged to continue to behave this way
- ◆ Should an incident occur, we do not accept blanket punishments. Instead, we look behind the behaviour to identify and deal with individuals by discussing their behaviour and the consequences of their actions. (It is important that they reflect and learn from their actions to enable them to make better choices in the future)

Statement of pastoral care arrangements and responsibilities

- We are a caring school that is built on an ethos of positivity and our community values:
 - We are kind
 - We are honest
 - We are courageous
 - We are resilient
 - We care
- All staff have immediate pastoral care responsibilities for the general well-being of pupils.
- Discussion opportunities at staff briefings/meetings are regularly available to enable staff to raise any concerns. SLT regularly review any emerging trends/behaviours.
- All teaching staff are encouraged to contact and build relationships with parents and carers, beginning with induction visits to the school, home-school visits, parents' evenings, informal meetings, and conversations as appropriate
- We use an online tool (CPOMS), to build a true record of events.

Rewards and supporting good behaviour

Rewards are seen as having a much higher status than sanctions within our behaviour system. This is because we believe that children want to be praised, and it is important that they see this in and around school. Our strategies to promote healthy relationships and positive behaviour:

- ◆ Staff meet and greet children.
- ◆ Staff always help to build social capital (sharing the same values to achieve a common goal).
- ◆ Proximity praise (praising the majority and those following our school rules/values).
- ◆ An online behaviour points system: Class Dojo, earning Dojo Points.
- ◆ Dojo points can be redeemed for prizes at key intervals. The ladder of prize options is listed outside the Head Teacher's office.
- ◆ Raffle tickets can be redeemed throughout the week, with each class giving a prize weekly.
- ◆ Positive remarks and consistent praise for good behaviour from all staff members, governors, and other pupils (children can nominate peers for praise).
- ◆ Visiting Headteacher, school leaders or co-ordinators to share successes.
- ◆ Use of stickers, stamps, notes home/praise postcards, and subject specific certificates.
- ◆ 'Headteachers Award' and 'Star of the Week' (from each class) presented weekly.
- ◆ Use of 'bronze, silver and gold' certificates for children showing excellent learning behaviours and effort.
- ◆ 'Good Friend' certificates awarded by our Anti Bullying Ambassadors.
- ◆ We use a simple count down and 'team stop' to regain children's focus.
- ◆ We use 'one voice' in the classroom.
- ◆ Attendance / punctuality award.

Sanctions in response to poor behaviour

Most of the time our school is full of children who are striving to please. However, like all schools and all children, we have some instances of poor behaviour. To ensure this behaviour does not continue we:

(Always make it clear that it is the behaviour, not the person that is unacceptable. We listen to pupils and give them an opportunity to explain their behaviour):

- 1. Friendly Warning.** Staff explain why the behaviour exhibited was the wrong choice. This is done by the adult who witnesses the behaviour. Children not adhering to our 'team stop' instruction will be given an immediate friendly warning.
- 2. Final Warning.** Staff explain that if the pupil does not correct their behaviour, they are *choosing* to... stay in to complete the work etc, unless they correct their behaviour (Staff use the 'language of choice', for example, if a child refuses to put something away when they have been asked, a staff member may say 'you need to put the book in your bag now please, if you don't, *you are choosing* for me to confiscate your book'. Staff will give them a few seconds take up time, say, 'thank you' and move away)

- 3. Unacceptable Behaviour.** If their behaviour does not improve, pupils are told, in a firm voice, that this is 'unacceptable behaviour'. Pupils are still encouraged to correct their behaviour and have a restorative conversation when ready. **Consequence – suitable sanctions will be given such as missing minutes at playtime. Any work missed may be sent home and/or completed at break time.** This may result in the child moving seats within the classroom to help them refocus. If this is at playtime, they should remain on the playground with the staff member who witnessed the behaviour.
- 4. Visit to a Behaviour Lead.** If the behaviour continues, the child must go and visit another a member of staff that leads behaviour in school to discuss their behaviour (this must be at a mutually convenient time, but as close to the behaviour as possible). **Consequence - miss a whole playtime (15 minutes).** If a child refuses to leave the classroom when displaying consistently disruptive behaviour, they will be asked to work away from the classroom for the following session and parents will be informed.
- 5. Visit to SLT (Headteacher or Assistant Headteacher).** Teachers can seek advice or support from our SLT at any time, but should be present, whenever possible, when dealing with behaviour/relationships. Teacher must inform SLT of any ongoing behaviours.

Staff must record unacceptable behaviour incidents on to CPOMS, including any necessary actions/next steps.

- Some children may need to go on a personalised behaviour plan and/or a home/school book to help work towards a particular personal target.
- In some cases, we may structure learning time/playtimes.
- Internal exclusions will be considered if appropriate.
- We will inform parents/carers, when appropriate, but we will always inform parents when pupils have shown three instances of unacceptable behaviour. This is so we can work with parents before behaviours escalate.
- Staff have the authority to search for banned/illegal items
- Staff reserve the right to use reasonable force (make contact with children) to ensure the safety of the child, others and school property

Any sanction/consequence will be dealt with by school staff in the following order, dependent on the severity of the incident and/or ongoing behaviours:

- Member of staff who witnessed the incident/behaviour
- Class teacher
- Behaviour Lead
- SLT
- Headteacher / Assistant Head

Staff must speak with a member of our SLT regarding significantly challenging behaviour. This is so we can oversee the incident, what the consequences are, check in on pupils/staff, ensure the right people have been contacted and that it has been recorded properly.

Behaviour monitoring

Logs of serious or regular behaviour issues are kept on a pupil's file via CPOMS. We keep a record of behaviours, for example child on child abuse, sexual harassment (and/or unwanted touch). Parents are informed termly about their son/daughter's behaviour at parents' evening and in their annual school report.

Behaviour at out of school clubs

All aspects of this policy apply to out of school clubs (including our Morning Fun Club). If policy has been followed and unwanted behaviours continue, parents/carers will be contacted, and pupils will miss the following session. If behaviours continue, staff have the right to stop pupils attending the club or ask for a parent/carer to attend alongside them. With regards to Morning Fun Club, following the missed first session, they would miss a full week (5 school days). Following this and as a last resort, staff reserve the right to stop them attending the club.

Behaviour out of school

We have a duty of care to our pupils, their families, and members of our school community. We want our pupils to grow into confident, well-mannered, and respectful young adults. Therefore, we will work with families to tackle any unacceptable behaviour out of school (including online abuse). We reserve the right to notify police for serious misbehaviour out of school. This may include:

- Pupils taking part in school organised or related activity
- Whilst traveling to and from school
- When wearing school uniform (or in a way identified as a pupil)
- If an incident could have repercussions for the orderly running of the school
- If an incident poses a threat to another pupil or a member of the public
- If an incident could adversely affect the reputation of the school

Serious or on-going incidents of misbehaviour

- ♦ Where necessary pupils may be placed on a support plan for an agreed amount of time. When this happens, parents are asked to work with the school to improve their child's behaviour.
- ♦ Our SENDco may work with class staff to create a specific support plan for individuals that present with recurring behaviours. This may include a plan of typical behaviours and suitable consequences for the individual.
- ♦ Where misbehaviour is a recurring feature, special help from the Education Psychologist, Behaviour Support or other outside agencies may be sought.
- ♦ A referral to an alternative provision may be sought, if all other options have been exhausted and we feel we are no longer meeting the needs of the pupil.

Children with specific behavioural needs (SEND)

In accordance with our SEND and Inclusion Policies and the Special Educational Needs Code of Practice (2014), we recognise that some children have specific needs with regards to their behaviour. Some children may lack the maturity and self-regulation to be able to make the correct choices available to them. For those identified with SEND, the system may be altered and/or adapted, and reasonable adjustments may be made to meet and/or support their needs. They stand outside the policy according to their Education, Health and Care Plan or SEND Support Plan, which will indicate the actions planned to address and support their needs. These are monitored by the SENDCo and staff working with the pupil.

Use of Reasonable Force

A number of school staff are trained in the team teach system of positive behaviour management and de-escalation. Team teach provides accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction.

However, people with a duty of care, which includes school staff, operate in exceptional circumstances. Where a child is acting in a manner that may cause harm to others, themselves, or property, it may be necessary to reduce risk by the use of physical intervention. This is only used in exceptional circumstances and will always be reasonable, proportionate, and necessary. Parents/carers will always be informed and have the opportunity to discuss the incident with staff. All incidents are recorded and will include post incident learning, where the child will have the opportunity to discuss what happened and consider a different course of action should they experience a similar situation.

Bullying

We do not tolerate bullying of any kind (including cyberbullying, prejudice based and discriminatory bullying), physical threats or abuse and intimidation. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear. Please see our 'Anti-Bullying Policy' for more detail.

Suspensions and permanent exclusion/expulsion

- ◆ This is an exceptional measure and is only considered after serious or on-going incidents of misbehaviour and/or criminal offences.
- ◆ Only the Headteacher or a nominated staff member has the power to suspend or permanently exclude a pupil.
- ◆ Local Authority policy and national legislation are always followed in respect of the execution of these powers. 'Suspension and Permanent Exclusion from maintained schools'.
- ◆ All suspensions/exclusions are communicated in writing to the parent/carer, the Local Authority, the Chair of Governors, and any relevant external agencies.
- ◆ The written communication explains the reasons for suspending/excluding the pupil and the length of the suspension/exclusion.
- ◆ The parents/carers have the right to make representations to the Local Authority/Board of Governors about the exclusion.
- ◆ Ensure a reintegration meeting takes place upon return.
- ◆ For instances where permanent exclusion is seen as the only answer, Local Authority guidelines will be followed.
 - Exclusion/Expulsion – Permanent
 - Suspension – Fixed term exclusion

School Bus

All aspects of this policy apply to children traveling to and from school on the school bus. Please refer to our 'School Bus Policy' for further details.

Leaving School Premises

If a child should leave the school building without permission, staff should never run after them as this may place the child in greater danger by doing so. Staff will use a clear command 'stop, you are putting yourself in danger.' They should remain calm and inform a member of SLT immediately, who will then notify the parents/carers. Alongside parents/carers being contacted, the police will be informed.

Our Senior Leadership Team reserve the right to consider the actions and consequences of this policy on a case-by-case basis and consider individual behaviour cases. All outcomes will be proportionate and fair.