



## Positive Behaviour and Relationships Policy

<i>Review date</i>	May 2025
<i>Review period</i>	Biennial
<i>Next Review date</i>	May 2027 by SLT & Trustees
<i>Policy type</i>	Legislative
<i>Other related policies</i>	<ul style="list-style-type: none"><li>• Anti-bullying</li><li>• Child protection and safeguarding</li><li>• Attendance</li><li>• Physical intervention and reasonable force</li><li>• Health and safety</li><li>• Teaching and learning</li><li>• SEND and inclusion</li><li>• Equalities</li><li>• Exclusions</li></ul>

### Introduction

The overarching aim of our approach to behaviour is to establish positive relationships that enable all staff and pupils to work together. This is rooted in an approach that encourages respect, trust and kindness by all members of the school community. We aim to provide a secure and happy environment and will encourage each child to achieve their potential by supporting them to become independent, motivated and confident learners through a stimulating and challenging curriculum. We will help children to grow in self-esteem and self-discipline and develop a sense of pride in their learning, their school and the wider community.

We will create an atmosphere in which all children develop fully as individuals and reach their potential. However, we recognise that there will be occasions when behaviour falls below the high level we are trying to achieve. Therefore, clear guidelines for what may happen if behaviour is unacceptable are essential. To achieve the best for our pupils we will maintain strong links with their parents /carers. The support of parent/carers for any sanction which may be implemented for unacceptable behaviour is crucial. All staff, and in particular class teachers and support staff, have a responsibility on a day-to-day basis for the overall wellbeing and safety of each pupil. The pupils should be able to develop secure and trusting relationships with members of staff and with each other. This facilitates a culture in which pupils feel safe, happy, respected and able to report concerns or incidents of unacceptable behaviour.

### Aims

This policy provides simple, practical procedures for staff and children that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.

- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

### **Key Approaches**

Our Behaviour Policy is based on the following key approaches:

- Consistent, calm adult behaviour.
- Routines.
- First attention for best conduct.
- Scripting difficult conversations.
- Restorative follow up.

Consistency is at the heart of our approach and it lies in the behaviour of adults and not simply in the application of procedure. Consistency must be apparent through every interaction on behaviour - we aim for learners to feel treated with respect and kindness, as valued individuals.

### **Role and Responsibilities**

#### **Role of Trustees**

The Headteacher has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The trustees support the Headteacher in adhering to the policy. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline but the Headteacher may seek advice from the trustees about particular disciplinary issues.

#### **Role of Adults in the School (paid and voluntary)**

All adults in the school must model the types of behaviour outlined by the school's Code of Conduct policy and behaviour code.

We expect every adult to:

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all children.
- Use positive recognition mechanisms throughout every lesson.
- Be calm and give 'take up time' when going through the steps of the behaviour policy.
- Use prevention strategies before sanctions.
- Follow up behaviour every time and engage in reflective dialogue with children.
- Never ignore or walk past children who are behaving badly.
- Follow the Behaviour Policy consistently and fairly.

#### **Role of Pupils**

Pupils, with the support of staff, parents and carers, are expected to take responsibility for their conduct both inside and outside school and make positive and safe choices regarding their behaviour, again at an age appropriate level. Pupils should reflect behaviours which match the high expectations and standards of The Griffin Primary School.

Pupils are expected to (with parental/school support):

- Respect the teacher, other adults and the other pupils during lessons and around school.
- Support peers when they are trying to work with good learning attitudes and work collaboratively with them.
- Attempt all work to the best of your ability.
- Raise hands and not shout out.
- Look after and respect the school's belongings and equipment.
- Sit on their chair properly.
- Walk around school quietly and respectfully.
- Arrive to school on time with the help of your parents/carers.

- Wear correct school uniform.
- Respecting the school by placing all litter in the appropriate bins provided.
- Use 'kind words / kind hands / kind feet' at all times.
- Use polite and courteous behaviour at all times.
- Represent The Griffin Primary School well at all times, including on the way to and from school.

### **Recognition and rewards for effort**

We recognise and reward children who work within, as well as go 'over and above', our standards. Although there are awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise is the key to developing a positive atmosphere in the classroom. It supports the development of positive relationships, including with those children who are hardest to reach.

The following rewards are used school-wide:

- Verbal praise.
- Visible rewards (for example, Dojo points, stamps and stickers).
- Weekly certificates and awards.
- Positive notes, positive messages and positive phone calls.
- Special treats eg Headteacher Tea Party, reward time.

### **Early Years Foundation Stage (EYFS)**

Appropriate and inappropriate behaviour needs to be learned, and therefore taught in Nursery/Reception. A specific behaviour will therefore be the focus of Personal and Social Development each week and will be displayed and shared with parents. Each specific behaviour will be a focus at least once a term. Children will be praised when the target behaviour is noticed and all EYFS staff will be involved in constant prompting and reminding children what is expected of them.

These will include the following:

- Kind words / Kind hands / Kind feet.
- Walking feet.
- Good listening.
- Good manners.
- Look after our learning environment.
- Sharing and taking turns.

### **Dealing with unwanted behaviour**

We aim not to give attention to poor behaviour (and in doing so, not rewarding attention seeking behaviours) but on occasions there may be unacceptable behaviour from some pupils. In the main, this will be 'minor' behaviours such as:

- Calling out.
- Distracting other children.
- Not tidying up when asked to.
- Saying something unkind.
- Not doing as told to first time.
- Being disrespectful to others e.g. talking when someone else is showing work.
- Not settling down to work.
- Not looking after belongings correctly.

All adults will deal with this behaviour consistently, following the steps below, only escalating when necessary. Practical steps should always be gone through with care and consideration, taking individual needs into account where necessary.

All children will be given 'take up time' in between the steps in the table below.

1.	<b>Redirection</b>	Gentle encouragement, a 'nudge' in the right direction, 'quick checks', small act of kindness. Noticing and praising behaviour we want to see.
2.	<b>Reminder</b>	A reminder of the expectations delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3.	<b>2<sup>nd</sup> Reminder</b>	A clear verbal caution, delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue, alongside a reminder of the expectations.
4.	<b>Time Out</b>	A chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so, alongside a reminder of the expectations. They take the timer with them and remove themselves from the situation to calm down and think about their actions. They have as many time out minutes as their chronological age e.g. 5 year old has 5 minutes. If work has been missed during the time out period, they will catch up in their break or lunch time in order to discourage behaviour to avoid doing a task.  (If unwanted behaviour is displayed at playtimes, 'Time Out' will be a few minutes standing with the supervising adult to reflect on the inappropriate behaviour and how to change it. The class teacher will be informed.)
5.	<b>Referral 1</b>	If the behaviour continues within a time dependant on their age (eg 15 minutes in Reception, the next half hour KS1, the next hour for KS2 – adapted as needed for individual children), the learner will be referred internally to another classroom for the remainder of the lesson to continue their learning. They will miss 10 minutes off their playtime/lunchtime to reflect on their behaviour. This will be recorded on a behaviour reflection sheet. All internal referrals must then be recorded on CPOMS and a message will be sent to parents on Dojo (If the unwanted behaviour is during a playtime/lunchtime, will mean that the half of the remaining lunchtime is spent standing with the supervising adult. The class teacher will be informed.)
6.	<b>Referral 2</b>	If the behaviour displayed from referral 1 continues within the same day, the Headteacher/SLT will meet with the child and class teacher. Parents will be notified of the need for a second referral.  They will miss 10 minutes off their playtime/lunchtime to reflect on their behaviour. This will be recorded on a behaviour reflection sheet. All internal referrals must then be recorded on CPOMS and parents will be informed either in person or by phone. It will be made clear that the behaviour has been dealt with. (If the unwanted behaviour is during a playtime/lunchtime, this will mean that the remainder of the playtime/lunchtime is spent standing with the supervising adult. The class teacher will be informed.)
7	<b>Reparation</b>	A restorative meeting should take place before the next lesson with the class teacher following Referral 2. If the referral is in the afternoon, this will happen before the end of the day. If the reparation is unsuccessful, the teacher should call on support from their line manager who will support the restorative process.
8.	<b>Formal Meeting</b>	Depending on the severity of the behaviour or the frequency of a child reaching step 5, a meeting will be held with the senior leader, teacher, child and parents. It will be recorded on CPOMS and agreed targets will be set that will be monitored over the course of the next two weeks.

These 'stepped sanctions' will be used to support positive behaviour from all students. Individual supervision at breaks and/or lunchtimes may also be used if deemed appropriate. Parental consent is not

required for any sanction issued; however, we will endeavour to keep parents informed regarding their child's behaviour, especially if we reach step 5 so that they can support us in our behaviour expectations. This may be by telephone call, email or letter.

However, sometimes we may see 'major' behaviours and these will be escalated on the steps as deemed appropriate for the behaviour seen and the age of the child. Parents will be informed. These behaviours may be:

- Any form of physical violence (biting, hitting, scratching, kicking etc). (Step 5 or 6)
- Verbal abuse which results in another child becoming very upset. (Step 4 or above)
- Talking back or being rude to an adult. (Step 4 or above)
- Destroying/damaging school property. (Step 6)
- Swearing/bad language. (Step 6)
- Any racist/homophobic/sexist incident. (Step 6)
- Bullying of any form (Bullying is deemed as 'Several Times On Purpose'). (Step 6)

### **Children with Special Educational Needs or Disability (SEND)**

For children with SEND, the school will always seek to make reasonable adjustments to ensure that their needs are met in school and that we positively manage their behaviour in line with these needs. This includes children with social, emotional, behavioural or mental health needs.

Children with SEND will be supported through individual plans, which may include one or more of the following:

- 'Assess, Plan, Do, Review' summary .
- SEND Plan.
- Behaviour Improvement Plan.
- Pastoral Support Plan.

### **Working with Parents/Carers**

The school works collaboratively with parents/carers, so that children receive consistent messages about how to behave at home and at school. Parents/carers are expected to encourage a positive attitude to school life ensuring their child attends regularly and punctually, with appropriate uniform and equipment. We try to build a supportive dialogue between the home and the school, and we inform parents/carers if we have concerns about their child's welfare or behaviour. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to a member of the leadership team.

Parents/Carers are expected to:

- Promote and model positive behaviour at home.
- Support their child in adhering to this policy and school rules and expected conduct.
- Support the school in resolving behaviour incidents and issue.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Understand that the school is an impartial body and that all sides will be heard if it is a behavioural issue with another child. If the school has to use reasonable sanctions, parents/carers should support the actions of the school.

### **Suspensions and permanent exclusions**

In some cases, for a serious breach of the school's code or for persistent disruptive behaviour, the school will consider a suspension (fixed term exclusion) or permanent exclusion. Alternatives to exclusion will always be considered. Only the Headteacher has the power to suspend or exclude a pupil from school. This will be carried out in accordance to the Exclusion Guidance (DfE September 2017). The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. DfE guidance states in Section 16 states a decision to exclude a pupil

permanently should only be taken in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. (See Exclusions Policy for further information)

### **Physical intervention and reasonable force**

There are occasions when physical contact with a pupil is lawful, proper and necessary, for example to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. (See Use of Physical Intervention and Reasonable Force Policy for further information).

### **Monitoring**

The Headteacher will monitor the efficacy of this policy on a termly basis, based on evidence from observations around school and behaviour reports. Any cases of bullying, suspensions or exclusions will be recorded and reported to the Chair of Trustees as well as to the local authority. When Trustees visit the school they will monitor the behaviour they see within school to ensure that the learning environment is calm, purposeful and respectful, and that children and staff are happy.