

# Positive Relationships (Behaviour) Policy



**Policy Owner:** Ulceby St Nicholas Church of England Primary School

**Policy Date:** September 2023

**Policy Review Date:** September 2024

## Our School Vision

*We aim to offer an inclusive environment, where all are valued. We aspire to develop individuals who are confident, independent, and resilient. We hope to open doors and minds to the world and create ambassadors of positive change.*

**“And the children grew and became strong; he was filled with wisdom, and the grace of God was with him”**

**Luke 2:40**

## **Introduction**

Ulceby St Nicholas Church of England Primary School aims to ensure that every member of the school community feels safe, valued and respected, and that each person is treated fairly. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive, positive and constructive culture. All members of the community need to be aware of the issues of right and wrong, justice, fairness and tolerance. This is to be achieved through restorative practices and conversations, which focus on the needs of the child and the understanding that all behaviour is a form of communication.

This policy is based on the principles of unconditional positive regard and is in line with the trust's statement of behaviour principles (Appendix 1 or [Behaviour – Trust statement of principles - LAAT \(thelaat.co.uk\)](#) ).

It is underpinned by our church school vision and the Christian values that are taught and lived every day at Ulceby St Nicholas C of E Primary School. They are:

- **Respect**
- **Hope**
- **Curiosity**
- **Resilience**

## **Aims of this policy**

The aim of Ulceby St Nicholas CofE E Primary School's positive relationships policy is to set out our systems and strategies for supporting and encouraging positive behaviour which are underpinned by our strong Christian ethos and values. The policy will:

- Support a culture of unconditional positive regard
- Encourage productive and positive relationships, which support all members of the school community to do and be their best
- Ensure the safety and wellbeing of all members of the community in, around and out of school
- Ensure high standards of positive behaviour throughout the entire school community
- Create a culture of self-discipline and of acceptance, where we can all reflect and take responsibility for our actions
- Celebrate successes and positive behaviour choices, and where behaviour is inappropriate, to challenge that behaviour positively through a restorative approach and language which reflects our belief that everyone is capable of positive choices
- Make sure that rewards and sanctions are fairly and consistently applied throughout the school

- Help the growth of tolerance, empathy and consideration in all members of the school community

## **Rights and Responsibilities**

At Ulceby St Nicholas C of E Primary School we believe:

- We all have a responsibility to treat others in the way that we would wish to be treated.
- Every member of the school community has the right to always feel safe and to be happy in the school environment.
- Poor behaviour choices should be dealt with appropriately and those responsible should be given the opportunity to reflect; to put things right and to be forgiven. This should be done with the belief that **everyone** is capable of positive choices but that sometimes support is needed to achieve this.

## **Our Approach**

At Ulceby St Nicholas C of E Primary School our primary focus is always on encouraging positive behaviour and developing strong, positive relationships between adults and pupils. We do this in several ways:

- Having high expectations of the behaviour of every individual and the maintaining the belief that everyone is capable of positive choices.
- Teaching and encouraging everyone to live by our school values of acts of kindness, respect and living without harming others.
- Building positive relationships – great teachers build emotional currency with their children deliberately.
- Ensuring consistent and clear routines are in place for all to follow (in classes and around the school).
- Communicating and celebrating successes and positive choices.
- Working closely with parents and carers to address behavioural issues and how to resolve them
- Working with outside agencies to deliver appropriate support to those who need it.
- Offering the opportunity for individuals or groups to receive support through pastoral interventions.

## **Rewards and Sanctions**

We have a set of sanctions and rewards which are known in school, and which are applied consistently and fairly by all.

## Rewards

We have 3 fundamental expectations that children all understand to inform positive behaviours, to accept responsibility for their behaviour and encourage others to do the same. They are:

**BE READY**  
**BE RESPECTFUL**  
**BE SAFE**

We reinforce good behaviour, rather than focus on failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The most common reward is verbal praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This should be as true for adults as for pupils.

In addition, we use a range of other rewards:

- **Dojo points**- We use Dojo points in all classes to promote and reward positive behaviour and learning choices. Pupils add their own points, creating a positive culture. Points are awarded for helping others, if they are on task, excellent listening, outstanding effort, participating, persistence, teamwork or working hard or modelling our school values.
- **Stickers** - staff can give stickers for good behaviour and/or learning as an immediate reward.
- **The Book of Brilliance** - pupils who are sent to the Executive headteacher to celebrate good work or behaviour are recorded in the book of brilliance and read out in family worship at the end of the week.
- **Weekly "Star of the Week"** awarded to a pupil from each class for outstanding effort or achievement and handed out in celebration worship.
- **Weekly "Values Champion"** awarded to a pupil from each class during family worship for demonstrating the schools values and being a role model to others.

## Celebration Worship

Awards are given in family worship for 'stars of the week' as well as kindness awards and bronze, silver and gold awards (earned through collecting Dojo points):

*100 Dojo points: Bronze Award Certificate and sticker*

*200 Dojo points: Silver Award Certificate and sticker*

*300 Dojo points: Gold Award Certificate and a pin badge.*

Each week a pupil is chosen from each class as 'star of the week' and 'values champion' Parents and Carers are secretly invited to celebration worship (on Fridays at 3pm) so it is a surprise for the children in worship. Reading raffle prizes are also given for regular home reading. Photographs are

placed on the 'Stars' display in the hall. In classrooms, displays and other props are used to also celebrate individual pupil's work or conduct.

### **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions where there is unacceptable behaviour in order to protect the safety and stability of the school community. Reasonable, proportionate and necessary sanctions for poor behaviour choices are applied appropriately and fairly to each individual situation. This should be in conjunction with a restorative approach to help pupils to reflect on their behaviour and make improvements in the future.

The following steps are typically followed however this may vary on a case-by-case basis according to the pupil's individual circumstances and the severity of the behaviour:

|          | <b>Steps</b>                    | <b>Action</b>  |
|----------|---------------------------------|--|
| <b>1</b> | <b>Reminder</b>                 | <b>A reminder of the classroom rules, or the focused learning behaviour we wish to see, delivered privately wherever possible to encourage the pupil to adjust their behaviour. These reminders can be repeated where reasonable adjustments are necessary for a pupil.</b>  |
| <b>2</b> | <b>Caution/ Verbal warning</b>  | <b>A clear verbal caution delivered in private, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Encourage the pupil to think carefully about their next step.</b>  |
| <b>3</b> | <b>Last chance</b>              | <b>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Be clear that choosing not to rectify their behaviour means choosing to discuss their behaviour choices at breaktime with an adult. Use the 30 second scripted intervention. (See appendix 2) The pupil may also be asked to sit alone or in a different position within the classroom environment, away from the initial distraction, to give them opportunity to modify their behaviour choices.</b> |
| <b>5</b> | <b>Restorative conversation</b> | <b>Where children continue to make the wrong behaviour choice after a reminder and 2 verbal warnings they will be asked to stay behind at playtime for a restorative conversation about their behaviour choices in readiness for a 'fresh start' in the next lesson.</b>   |

|   |                 |  |
|---|-----------------|--|
| 6 | Partner Class   | Behaviour that is disruptive to the learning of others and isn't rectified through reminders and cautions will result in children being removed from the classroom and sent to work in an alternative classroom or quiet area. Parents will be informed if children are removed from the classroom by telephone or at the end of the day |
| 7 | SLT Involvement | If there is no improvement in behaviour, a member of the senior leadership team will be involved, and parents will be informed   |

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being given
- Support will be given on an individual basis to discuss what changes in behaviour are required
- Group consequences should be avoided
- It will be the behaviour that is addressed rather than the person.
- When discussing behaviour incidents with pupils it is important that all adults talk to them with a quiet, calm and non-confrontational voice, using a restorative approach.

In more serious, or reoccurring incidences, the Head of School will be informed, and any incidents logged on CPOMS. Parents will always be informed when a violent incident has taken place. A restorative conversation should be followed, when appropriate. Pupils will lose break privileges, and where necessary an internal isolation may be required. This means that a child is in school but works in a separate room from any other children on a one-to-one basis with an appropriate adult for a set period. The child is set work by their class teacher, and this is explained to them by the adult they are working with; however, they then work in silence unless they require support at any time. Playtimes and lunchtimes are also separate from any other children. Persistent incorrect lunchtime behaviour choices may also result in internal isolation or, in extreme circumstances, suspension.

Pupils who have repeated incidents logged On CPOMS may be placed on a behaviour plan. This will be completed in conjunction with parents, class teacher and the child. Targets will focus on positive behaviours. Behaviour plans will be reviewed every six weeks.

## **Restorative Practice**

We believe that the people best placed to resolve a conflict, or a problem are those who are directly involved. In order to develop community cohesion, and to manage conflict within school, we promote positive attitudes to resolving conflict and challenging behaviour through a restorative

approach. This approach encourages wrongdoers to be accountable for their actions and to take responsibility for repairing the harm caused, enabling them to consider the needs of others as well as their own. In addition, this approach encourages forgiveness, helping children to move on from difficult situations. A restorative approach to conflict or wrongdoing involves active non-judgemental listening and asking the key questions:

*What has happened? Who has been affected? How can we involve everyone, who has been affected, in finding a way forward? How can everyone do things differently in the future? By using this approach both wrongdoer and harmed person (s) are allowed to express their thoughts and feelings about the incident (See Appendix 2)*

This approach can be used:

- With an individual child to help them reflect on a situation and find ways forward for themselves
- In a challenging situation where two or more children are encouraged to express their feelings and needs to understand why each has acted the way they have
- In mediation where the adult helps both parties consider the problem as a shared one that needs a joint solution.

## **Reasonable Force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to prevent injury to other people, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. We use 'Positive Handling', which include non-verbal, verbal and, where absolutely necessary, physical interventions. Staff receive regular "Team Teach" training to ensure they have necessary skills to deescalate situations and respond safely and appropriately when physical intervention is required. Where physical restraint has been used, a written record will be made on CPOMS and in the Bound and Numbered Book. Parents will be informed as soon as possible. Where this has occurred more than once for the same child, then a Positive Handling Plan is agreed among parents, pupils and staff.

## **Suspensions and Permanent Exclusions**

At Ulceby St Nicholas C of E Primary school, any form of suspension or exclusion would always be a last resort: we do not wish to exclude any child from school, however in exceptional circumstances, where there is a serious breach of the behaviour policy or behaviour poses significant risk to the welfare of others, this may be deemed necessary. A suspension is defined as a fixed period or permanent removal (exclusion) of a pupil from the

school and its premises. Only the Executive Headteacher has the power to permanently exclude a child. The Executive Headteacher may exclude a child for one or more fixed periods, up to 45 days in a single school year. The minimum period is half a day. In severe circumstances the Executive Headteacher may permanently exclude a pupil. In cases of fixed term suspension or permanent exclusion, the pupil's parents must be informed immediately giving reasons for the decision. This must be communicated both verbally and in writing. The Chair of Governors will also be informed. The parents of the pupil will be informed of their right to appeal against the suspension or exclusion and how to make the appeal. The local authority and academy trust will also be informed and given notice of the time period and reasons for the exclusion. The exclusion policy sets out further details around this.

## **Anti-Bullying**

Incidents of bullying are taken very seriously at Ulceby St Nicholas C of E Primary School. We have an Anti-Bullying Policy in place to prevent and repair the damage caused by bullying – see the Anti-Bullying Policy for further details.

Any incidents of racism or homophobia will be recorded and submitted. All incidents will be reported to the Headteacher.

Bullying is a repetitive act that occurs over time. It involves an imbalance of power between the bully and the victim. Cyberbullying is the use of digital-communication tools to make another person feel angry, sad or scared. Cyberbullying is done intentionally and is repeated. Prejudiced based bullying is any type of bullying, direct or indirect or cyber bullying based on age, disability, gender, race, religion and sexual orientation.

Ulceby St. Nicholas Church of England Primary School does not tolerate any form of bullying (in person or through social media) or racist or homophobic abuse and may lead to an internal or even external exclusion. Should an incident occur, the Head of School should be notified as soon as possible. See also our separate safeguarding and anti-bullying policies.

### **Measures to prevent bullying including cyber bullying, prejudice-based and discriminatory bullying**

- School has a clear definition of bullying, cyber bullying and prejudice based and discriminatory bullying which is shared with all stakeholders.
- The Christian “Mind to be Kind ethos” is understood, demonstrated and articulated by all.
- We create a climate of communication and trust that prevents bullying, with an emphasis on positivity and strengthening links between staff and parents that sends out a unified message against bullying
- School takes every report of bullying seriously and actively avoids stereotypes.
- We provide a progressive programme of education including e safety and teaching strategies to respond to bullying.



- We ensure a good reporting system is in place which is flexible, accessible and confidential. It is like this for everyone including those with additional needs and disabilities.
- We monitor and report any incidences of prejudice-based bullying in school
- There is a climate of learning from bullying incidents and pupil surveys. We use these to revise anti bullying policies and prevention methods.
- Ulceby St Nicholas C. E Primary school understands when and where to get outside support.

## **Sexual Violence and Sexual Harassment, including through the use of social media**

Ulceby St. Nicholas Church of England Primary School does not tolerate any form of sexual violence, sexual harassment and peer on peer abuse as defined in Keeping Children Safe in Education 2022 (see separate Safeguarding policy and the DfE's statutory guidance) The policy and guidance makes clear 'that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"'. (Sexual violence and sexual harassment between children in schools and colleges).

## **The role of the Head of School**

It is the responsibility of the Executive Headteacher and Head of School, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher and Head of School to ensure the health, safety and welfare of all children in the school. The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head of School ensures records are kept of all reported serious incidents of negative behaviour.

## **The role of parents**

At Ulceby St Nicholas CofE Primary School, we aim to work collaboratively with parents, so that children receive consistent messages about how to behave positively at home and at school. Therefore, we expect parents/carers to come into school when invited to discuss their child's behaviour choices. Parents/carers are also welcomed at any other time to discuss any issues or concerns that they may have with staff at a mutually convenient time.

We expect parents to support their child's learning and behaviour, and to support the school by encouraging its three core values: acts of kindness, respect and living without harming others. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If reasonable sanctions for a child are used, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher as per the raising a concern document. If the concern remains, they should contact the Head of School and if still not resolved, the matter will be passed to the Executive Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process may be implemented.

## **Monitoring**

The Head of School monitors the overall effectiveness of this policy on a regular basis in consultation with Staff and Governors. The school keeps a record of incidences of poor behaviour on CPOMs. We also keep a record of any serious incidents that occur at break or lunchtimes. It is the responsibility of the adult supporting a behaviour issue to make a record on CPOMs which is passed onto the senior leadership team. The senior leadership team keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, to review promptly all permanent exclusions and all fixed term suspensions over 15 days and to ensure that the school policy is administered fairly and consistently.

This behaviour policy acknowledges the legal right to protect and safeguard all. In the Equality Act there are nine 'protected characteristics'. These characteristics are:

- Age
- Disability
- Race
- Religion and belief (and having no belief)
- Sex (gender)
- Sexual orientation
- Gender reassignment (transgender)
- Marriage/civil partnership
- Pregnancy/maternity

## **Other Relevant Policies**

Safeguarding Policy

Anti- Bullying Policy

Exclusion and Suspension Policy

## **Review**

The policy is reviewed by the staff annually and any amendments will be brought to the attention of the academy committee (governors) for consultation.

**Policy Date:** September 2023

**Approved by the academy committee:** 20<sup>th</sup> March 2023

**Next Review Date:** September 2024

Appendix 1.

## **Lincoln Anglican Academy Trust- Behaviour- Statement of Principles**



As a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, 'living life in all its fulness' (John 10:10).

As a Trust, we have a duty to keep all adults and pupils safe. Our schools promote clear and consistent expectations to pupils which promotes the safety and welfare of all and at all times; this is a crucial part of our culture of safety and care for every adult and pupil.

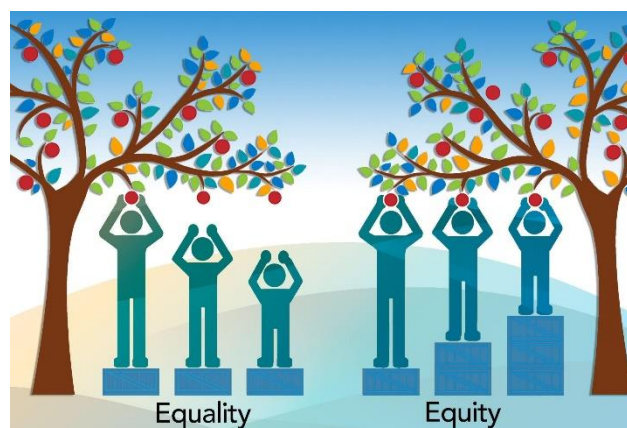
In our schools we care about every pupil and want them to feel safe so that their learning potential and feelings of self-worth are optimised. We do this by always striving to create school environments that are calm, kind, welcoming and where strong, positive relationships exist between adults and pupils and a culture of unconditional positive regard is in place.

The purpose of our schools is to provide a first-class education to all pupils because we believe that every child has the power to achieve. It is also to guide, protect, support and nurture pupils, helping them to make the right choices and when this does not happen, to help them put that right and to be forgiven by others as well as forgive themselves.

In our schools we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by incentive or rewards and equally that consequences, rather than punishments are given. Consequences are proportionate, reasonable and aim to restore harmony so that pupils can learn well from their mistakes, and these may well look different for different children. However, we appreciate that this takes time and so schools will make those choices for the children in their care, over time, so that the ultimate position of rewards replaced by praise, responsibility, and acknowledgement of effort beyond the expected, is the destination.

We know, at times, that some pupils will make poor choices but, in our schools, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour, demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them good role models, role models that may help them to regulate their behaviours as they grow, in order to reduce conflict and to help them be happy individuals.

We believe in the value of Equity in all that we do. This means that we aim to give children what they need which means that sometimes, the provision for children may look different but we believe that this is the right approach to support all children to be the best that they can be. At a school level, this may mean that there are adaptations and flexibilities to the Behaviour Policy for some children, sometimes, and especially for those children who may struggle to regulate their behaviour or who have additional needs.



## Appendix 2

### **30 Second Script**

Go to where the child is sitting and quietly say: "I noticed you are ....." (Having trouble getting started/struggling to get going/wandering around the classroom etc.)

Describe the inappropriate behaviour. "It was the rule about ..... "(lining up/staying on task/sitting in your seat etc. that you broke.) Identify the rule that has been broken.

"You have chosen to ....." (Move to the back/catch up with your work at lunchtime/speak to me after class.) Give the child a consequence.

"Do you remember last week when ....." (You showed how well you could listen/helped me tidy up/got that note sent home?) Refer to previous good behaviour.

"That is who I need to see today." Reinforce the good behaviour.

"Thank you for listening." Then walk away and give the child some take-up time

## **Appendix 3**

### **Restorative Conversation**

#### The Restorative Five

Five questions are enough. For young children, five questions might be too many, so choose two that you feel are particularly pertinent to the child. For example, it may be working on empathy so that they understand that pushing in the line in front of other children is unfair. Choose five from the following selection:

#### **What happened?**

Listen carefully and dispassionately to the child's account without agreeing or disagreeing. It is equally important to give your account of what happened without judgement. Don't accuse. Go slowly – you have already decided on the outcome.

#### **What were you thinking at the time?**

This reflection helps the child to reconsider their actions and replay their thought processes. They may have acted irrationally at the time, but it may not seem obvious to them until later.

#### **What have you thought since?**

Many doors are opened through this question that might allow the child to achieve a change of attitude.

#### **How did this make people feel?**

The child might be unaware of how others would have felt or reacted to their behaviour. In a moment of crisis this won't have felt significant to them, but in the aftermath, it is important to shine a light on it. Children need to understand how their behaviour affects others.

#### **Who has been affected?**

One of the first responses might be me! I got sent out; I missed my break etc – help the child to see the bigger picture. Ask questions: what about Sally who doesn't like loud noises, what about Mrs S who was trying to teach the rest of the group etc. At the end of this section, you might want to ask the child to list the people affected – that's quite a list, isn't it?

#### **How have they been affected?**

Unpick how a child's behaviour affected someone else – they were hurt, unable to work etc. What should we do to put things right? For many adults this question can often be seen as an opportunity for an apology – but this should not be demanded. There may be other ways to put things right. A forced apology is worthless. Come to an agreement – led by the child – on the action/s which will help to put things right.

### **How can we do things differently in the future?**

A little bit of forward thinking and/or visualisation is not a bad thing. The child will likely meet similar situations in the coming days. Some prior planning will help them recognise when their behaviour pattern begins.