



# Behaviour and Positive Relationships Policy 2023

Signed: (awaiting approval)

Chair of Governors

Signed: *Friona Baker*

Headteacher

Reviewed: November 2023

Next Review Date: November 2024

## **Vision**

This policy aims to promote the values of the Osborne Trust - **Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity** - ensuring that they are embedded across the school to promote good relationships, so that all stakeholders can work together with the common purpose of helping everyone to learn. We recognise the importance of supporting pupils to:

- recognise behavioural norms,
- positively reinforce behavioural norms,
- promote self-esteem and self-discipline,
- teach appropriate behaviour through positive interventions,
- provide a consistent approach to positive behaviour management,
- and to define what we consider to be unacceptable behaviour, including bullying.

Our Behaviour and Positive Relationships policy is not primarily concerned with rule enforcement. It embodies our culture and ethos developed through a Trauma Informed approach where relationship is at the heart of every interaction and supports the whole school community to include our staff, our pupils, parent(s)/carers and all other agencies working with East Tilbury Primary school.

There is a growing body of research and understanding of the impact of Childhood Adversity Experiences (ACE) on long-term mental and physical health and the protective factors that can mitigate the potential impact. It is our aim to maximise the protective factors in school by creating an environment of safety that has strong, positive and supportive relationships at its heart ensuring that:

- **Every member of the school community will be treated fairly and with respect, whilst bearing in mind the needs and experiences of individuals**
- **our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning and**
- **that we recognise that behaviour is a form of communication that we need to understand, so that we can help children shape their behaviour in positive ways, to build resilience, healthy relationships and self-efficacy.**

**Teaching positive relationships and good behaviour**

It is recognised that good behaviour needs to be modelled and taught. The development of positive staff/pupil relationships, along with Quality First Teaching, recognises individual needs and encourages children to collaborate, problem-solve and self-regulate.

Staff use a range of strategies which allow pupils to learn to recognise their emotions and manage them more effectively without disrupting the learning of others. These strategies may include:

- A space in the classroom known as the Nurture Nook which supports pupils in understanding why they may be feeling the way they do, facilitating the writing of a note to an adult or the wellbeing champion to let them know that they are struggling.
- Time away from the classroom environment with a supporting adult or the pastoral team
- SEMH intervention or mentoring with the nurture team.
- Use of a calm/sensory box
- Use of the sensory room or the sensory walk
- Staff being physically and emotionally available.

## Restorative Approach

East Tilbury Primary School uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry when conflict develops over low-level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

Traditional		Restorative
What's happened, who is to blame?	<i>becomes</i>	What's happened, who has been harmed and in what way?
How should we punish them?	<i>becomes</i>	What needs to happen to put things right and ensure that this never happens again?

### Aims and objectives.

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils and parent/carers all working in partnership.

### Relationships

Our school is invested in supporting the very best relational health between:

- Parent(s)/carer and child
- Pupil and pupil
- Pupil and school staff
- Parent/carers and school staff
- School staff
- School staff and senior leaders
- Pupils, parent(s)/carer and other agencies
- School staff and external agencies

**All staff understand:**

- Basic physiological and emotional needs must be met before a student feels safe enough to relax and learn.
- That they need to demonstrate that they care and can be trusted consistently.
- That they need to be well regulated as raised voices, angry faces and body language create fear and stress.
- Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.
- Building a threat-free, safe environment where adults are in charge and take full responsibility means that students are free from the burden of having to keep themselves physically and emotionally safe.
- The need to be sensitive and responsive to the well-being of each child.

All staff are responsible for adhering to positive practice that promotes a pupil’s ability to engage in and access their learning. This is based on the understanding that pupils achieve best, develop and reach their true potential when staff are fair, flexible, trustworthy, respectful, and model positive relationships. It is the expectation at East Tilbury Primary School that all staff, regardless of role, act in this way.

We believe that our parents/carers know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within school. We aim to develop positive, non-judgmental working alliances with all our parents and carers.

Clear and concise expectations of behaviour will be described, modelled and encouraged through class assemblies, playtimes and in class time to ensure that all children understand what is appropriate.

**Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) and The Osborne Academy Trust documents:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- the special educational needs and disability (SEND) code of practice.

**Definitions Poor behaviour is defined as:**

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Refusal to follow instructions

**Serious poor behaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault and sexual harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Cigarette or Vaping device
- o Fireworks
- o Pornographic images

or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

**Sexual harassment** refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Please refer to safeguarding policy

**Bullying**

Please refer to the East Tilbury Primary School Anti-Bullying Policy, including Cyber Bullying

**Roles and responsibilities.****The Role of the Governors:**

- The Local Governing Body has the responsibility for the monitoring of this Behaviour and Positive Relationships Policy's effectiveness and holding the Headteacher to account for its implementation.
- The Local Governing Body reserve the right to extend this policy beyond the school gates in accordance with the DFE statutory regulations.
- Fixed term Suspensions and Permanent Exclusions
- Only the Headteacher (or the acting Headteacher) has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also suspend a pupil permanently. It is also possible for the Headteacher to convert fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher suspends a pupil, they inform the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Local Governing Body, giving due consideration to the Trust statement of Expectations for Positive Behaviour for Learning (appendix 1). The Headteacher will also approve this policy. The Headteacher 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 consistency of application.

### **Staff**

Staff are responsible for:

- Meeting and greeting pupils at the start of each day
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Identifying and recognising positive behaviour.
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents on CPOMS on the day the incident occurred
- Providing stimulating, engaging and structured lessons that will promote Positive Behaviour.

### **Senior Leadership Team (SLT) will:**

- Meet and greet pupils at the beginning of the day
- Be a visible presence around the school
- Celebrate staff, leaders and pupils whose efforts go above and beyond our expectations.
- Regularly share good practice

- Support all staff in managing pupils with more complex and/or entrenched negative behaviours
- Use behaviour data to target, assess and influence school wide behaviour policy and practice.
- Regularly review provision for pupils
- The senior leadership team will support staff in responding to behaviour incidents.

### **Parents/Carers**

Parents/Carers are expected to:

- Support their child and the school in adhering to the pupil code of conduct and school policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.
- Ensure the consistency of approach to provide positive relationships, understanding stress behaviour between home and the school environment.

### **Pupils are expected to:**

- Behave in an orderly and self-controlled way
- Show respect to members of staff, visitors and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions through restorative practice when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

### **Rewards and sanctions**

All stakeholders show a consistency of approach that aims to ensure that rewards and sanctions are implemented, and all involved feel valued as individuals and included in our community. Staff will always deliver sanctions calmly and with care for the benefit of all involved. High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

### **List of rewards and sanctions**

Positive behaviour may be rewarded with:

- Praise

- Dojo points
- Praise postcards
- Star of the week certificate
- Letters or 'phone calls home to parents/carers
- Special responsibilities/privileges
- Reward time earned through achieving minutes throughout the week.

### **Pupil support Systems**

Pupils are expected to adhere to the agreed school expectations. They are always able to request time with a member of staff, SLT or the Leadership team, in addition to the more social opportunities such as circle time, social times, shared play and nurture breakfast time.

### **Classroom management**

Positive relationships and good behaviour come through clear effective communication, high expectations, clear policies and an ethos which fosters understanding and mutual respect between staff and pupils.

Teachers establish strong routines both in their classrooms and across our school. In our school, all pupils are expected to be.

- Ready
- Respectful
- Safe

These expectations are clearly displayed in every classroom and around the building. Staff reinforce these displays by drawing attention to them daily.

Due to individual needs of the pupils, there may be times when a pupil may not be managing within a group or learning experience and require a period of reflection or a quiet space in the pastoral hub or the wellbeing hub. In these situations, children are always monitored by a member of the pastoral team or the class Learning Support Assistant. This time should be used constructively to enable children to return to the classroom ready to learn.

Everyone within our school has a right to feel safe and secure and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression and bullying is unacceptable and will be challenged and managed.

### **Liaison with parent/carers and other agencies**

Parental and carers support for our Relationships and Behaviour Policy and the encouragement of their child to adhere to it, is an important part of making positive changes in their child's attitudes and behaviour.

### **Full/Half-day internal suspension**



The class teacher will set relevant work for the child. This will be completed under the supervision of an adult but in another area of the school, not in their own classroom. The expectation is that the pupil will return to class the next day.

### **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. See Anti-Bullying Policy

### **Review of policy**

The local governing body (LGB) reviews this policy on a regular basis. The governors may, however, review the policy earlier than this if the government should introduce new regulations or if the LGB receives recommendations on how the policy might be improved.

The policy is based on advice from the Department for Education (DFE) on:

Behaviour and Discipline in Schools

The Equality Act 2010

Supporting pupils with medical conditions in school

Special Educational Needs and Disability (SEND) Code of Practice

In addition, the policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014:

paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Behaviour Policy, DfE guidance explaining that academies should publish their Behaviour Policy online.