

STRATFORD PRIMARY SCHOOL



BUILDING POSITIVE RELATIONSHIPS POLICY

Date of Adoption and Approval by Governing Body	May 2021
Model Policy from WCC or School Own	School Own
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Policy on Website	
Date Updated on Website	
Signature	Mrs L Withers
Date	May 2021

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1. Policy Statement:

Stratford upon Avon Primary School is committed to creating an environment where consistency and exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Building Positive Relationships policy guides staff to teach self-discipline not blind compliance. It echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our one school rule Respect. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response is designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher. (Appendix 1)

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

This policy should be read alongside our Child Protection and Safeguarding Policy and any other relevant policies including the Peer-on-Peer abuse, Positive Handling, anti-bullying, online safety and exclusions policies.

2. Aim of the policy:

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote building of positive relationships.
- To help children to develop leadership skills and to actively challenge, demonstrate and model respectful behaviour.
- To use consistent language to promote positive behaviour.
- To refuse to give learners attention and importance for poor conduct.

- To help learners take control over their feelings and behaviour and be responsible for the consequences of it (each class to have a Colour Monster display to promote and teach this effectively – Appendix 2.)
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships of staff, children and families.
- To use restorative approaches instead of punishments.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the Policy

- To provide simple, practical procedures for staff and learners that:
- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome students at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each lesson
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to our one school rule of RESPECT and the Building Positive Relationships flow chart (Appendices 3 and 4)
- Actively model respect and building positive relationships
- Adhere to the Positive Handling Policy

The EHT, DHT and SLT must:

- Be a visible presence around the school
- Never walk past or ignore individuals who are failing to meet expectations
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, verbal communication, recognition boards and certificates/stickers/values tickets
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions/ CPOM's (Appendices 5 and 6)
- Support teachers in managing students with more complex or challenging behaviours
- Work with students, staff and families when extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion.

(See Appendix 9 – amended in light of COVID-19 Government Guidance)

- Ensure that all staff are trained and compliant in Positive Handling Policy and Procedures

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

(See Appendix 8 – Part of staff responsibilities amended in light of COVID-19 Government Guidance)

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

(See Appendix 7 – Part of children's responsibilities in light of COVID-19 Government Guidance)

Appendix 1:

The 30-Second Script

'I noticed you are'... (wandering around the classroom, talking when the teacher has asked you to be quiet)

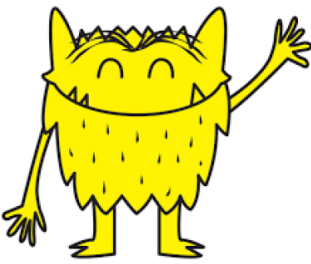
'You are not showing our school rule RESPECT'


'You have chosen to'... (complete this work at the start of break time)

'Do you remember when you'... (finished all your writing/ set an excellent example to the class...)


'That is who I need to see today. Thank you for'... (listening)


Appendix 2

Today I am feeling...	
	positive
	cheerful
	happy
	delighted
	excited


Today I am feeling...	
	bothered
	annoyed
	frustrated
	angry
	livid

Today I am feeling...	
	rested
	relaxed
	cool
	peaceful
	calm

Today I am feeling...	
	worried
	nervous
	fearful
	scared
	terrified

Today I am feeling...	
	muddled
	confused
	distracted
	mixed up
	puzzled

Today I am feeling...	
	unhappy
	sad
	gloomy
	miserable
	upset

Today I am feeling...	
	appreciated
	friendly
	caring
	respectful
	loving

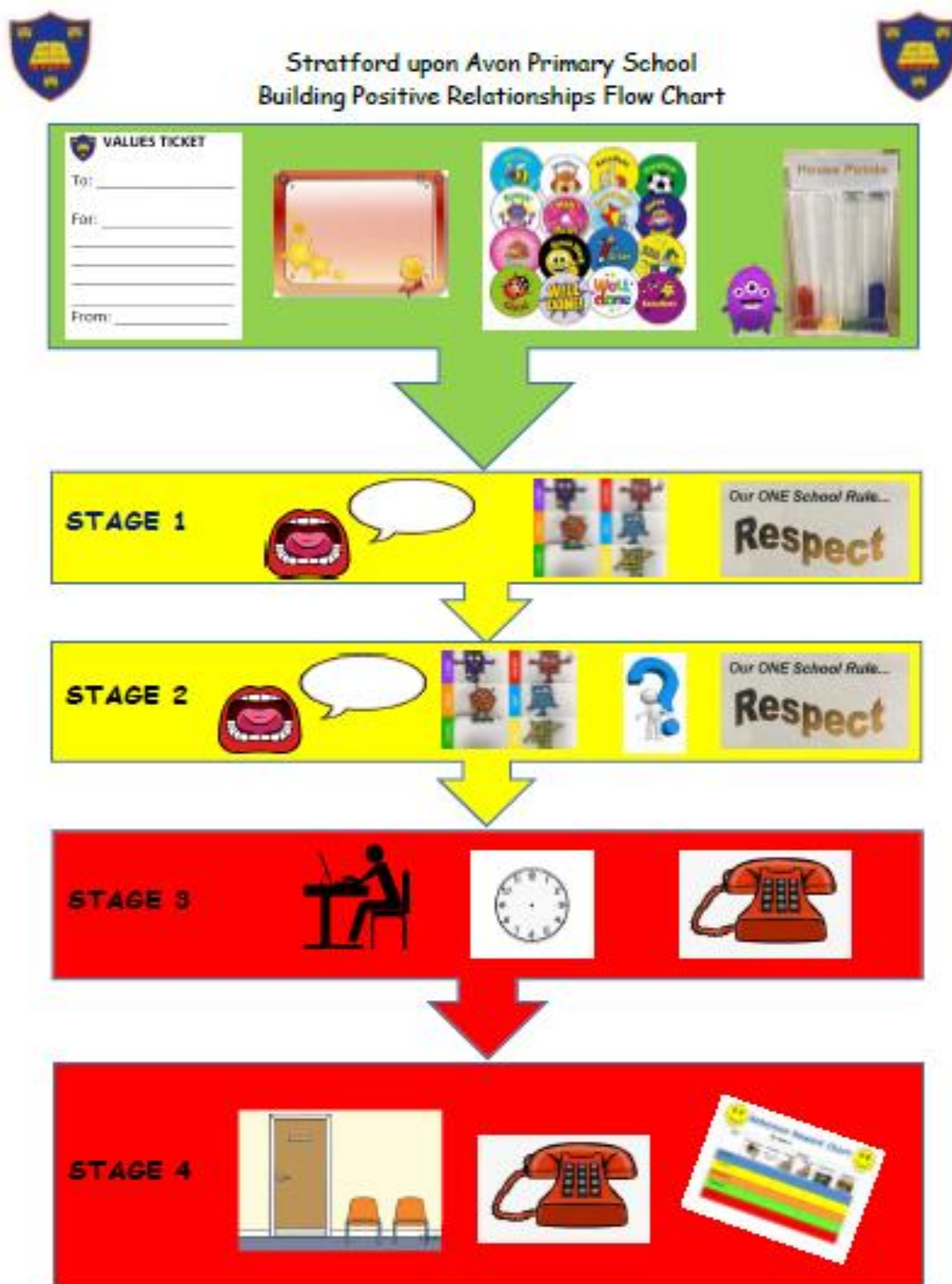
Appendix 3



Stratford upon Avon Primary School Building Positive Relationships Flow Chart



Appendix 4



Appendix 5

Behaviour Incident Record

Adult completes

Name of Child	Class
Date of Incident	Recorded by
Day of Week	Time
Time of Incident	Location of Incident
Names and Classes of children involved: (Please indicate victim (v) or perpetrator (p))	
Type of Incident: <input type="checkbox"/> Fighting <input type="checkbox"/> Violent behaviour <input type="checkbox"/> Damaging property <input type="checkbox"/> Bullying <input type="checkbox"/> Racism	<input type="checkbox"/> Swearing <input type="checkbox"/> Verbal Abuse <input type="checkbox"/> Classroom disruption <input type="checkbox"/> Disobedience <input type="checkbox"/> Rudeness/ Rudeness to adults <input type="checkbox"/> Others
Brief description of Incident:	
Action Taken <input type="checkbox"/> Children concerned interviewed <input type="checkbox"/> Class Teacher informed <input type="checkbox"/> Head/Deputy informed <input type="checkbox"/> Parent/ Carer informed verbally <input type="checkbox"/> Letter to Parent/ Carer <input type="checkbox"/> Other	
Consequences/ Further action	
Return To date: (add to your diary)	

CC: Behaviour Incident Log in Head Teacher's office

Appendix 6

Behaviour Incident Log

Child's Statement

My name _____ Date _____

Child Completes:

Everything written must be true

Who was involved?

Where did the incident take place?

When did the incident take place? (playtime, dinnertime, before/ after school)

What happened in the incident?

Who do you think was responsible?

What will you do tomorrow that will be different?

(Pupil to complete with SLT)

Cc: Behaviour Incident Log in Head Teacher's Office

Appendix 7

In light of the need for children to behave differently when they return to school, and new systems put in place to support that, there are the following changes to the school positive behaviour policy:

Children will need to:

- **not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days.**
- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who pupils can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where children may or may not play
- follow new rules for use of toilets (1 child at any one time)
- follow the school's clear rules about coughing or spitting at or towards any other person
- follow the school's clear rules for pupils at home about conduct in relation to remote education (acceptable user agreement)
- follow the rewards and sanction system where appropriate

Appendix 8

In light of the need for staff to behave differently when they return to school, and new systems put in place to support that, there are the following changes to the school positive behaviour policy:

Staff:

Do not come to work if they have coronavirus symptoms, or have tested positive in the last 7 days;

- If anyone in the school becomes unwell at work with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.
- To clean their hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- To use the 'catch it, bin it, kill it' approach.
- To avoid touching their mouth, nose and eyes.
- To clean frequently touched surfaces often using standard products, such as detergents and bleach.
- To think about ways to modify their teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
- To consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
- To help their class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
- To prevent their class from sharing equipment and resources (like stationery).
- To keep their classroom door and windows open if possible for air flow.
- To limit the number of children from your class using the toilet at any one time.
- To limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms (max of 4 people in the staff room at any one time)
- To make sure they have read the school's updated behaviour policy and know what role it is that they are being asked to take.

Appendix 9

Behaviour and exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a child, they must inform the parents as soon as possible, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of an exclusion. The Head Teacher informs CAT, the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. However, the Governing Body has a discipline committee whose role is to set out in strict guidelines whenever a child is excluded from school.

'Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.'