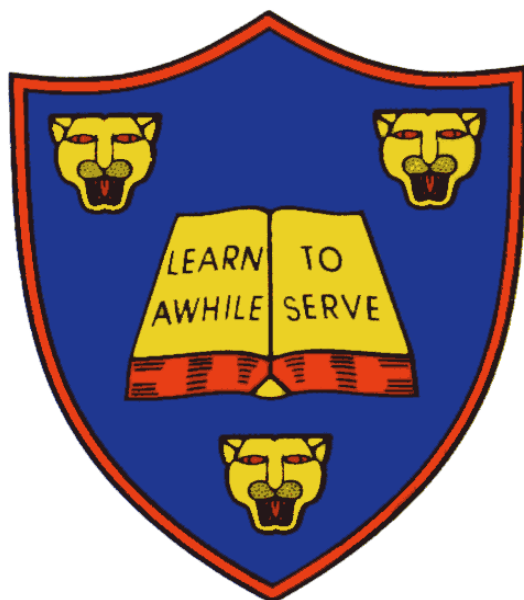


STRATFORD PRIMARY SCHOOL



Positive Relationships Policy

| | |
|---------------------------------------|-------------------|
| Date adopted by Governors: | April 2022 |
| Date for policy review: | April 2023 |
| Person responsible for review: | SLT |
| Signed by Chair of Governors | |

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. (Appendix 1)

When behaviour is not reflective of our one school rule Respect, it is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated. Sanctions will be applied fairly and proportionately, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. In accordance with the Equality Act 2010, we will take into account the circumstances and the needs of each student when managing behaviour issues. For a student with a known disability, treatment will be proportionate, in the light of the student's disabilities. We recognise that the same treatment cannot simply be given to everyone in the same situation. Poor conduct by children with disabilities or SEN is no more acceptable than poor conduct from other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the children's SEND and the extent to which they understand and are in control of what they are doing.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke personalised behaviour scripts and behaviour plans which may include rewards to reinforce positive behaviour. However, the same sanctions will still apply as the rest of the school.

Peer-on-Peer Abuse

(To be read in line with our Peer-on-Peer Abuse policy)

The school actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by educating all governors, staff, pupils and parents about this issue, including how to prevent, identify and respond to it. It is important that all concerns and allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly following the school's policy. Any concerns should be taken to a member of the DSL who will follow procedures ensuring the safety of the child/ all children affected.

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

2. Aim of the policy:

- To create a culture of exceptionally good behaviour: for learning, for community for life that models our one school rule of 'RESPECT.'
- To be inclusive and 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 Behaviour Steps flow chart (Appendices 3 and 4)
- Actively model respect and building positive relationships
- Adhere to the Positive Handling Policy
- Plan activities appropriate to the ability, maturity and special educational needs of the children
- Adhere to the procedure for children who need to be removed from class (Appendix 5)
- Implement necessary interventions when a child's behaviour consistently fails to meet the expected standards (Appendix 6)
- Record minor classroom incidents on CPOMs and assign to a member of the SLT. Progress towards individual targets will be recorded on individual behaviour/ education plans.

The Executive Headteacher, Head of School 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
- Monitor behaviour and evaluate the impact of this policy through the records listed above, through formal observations, comments from formal lesson observations and discussion with pupils, staff and parents.
- 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
- 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 7)
- 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

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

Recording, monitoring and evaluating behaviour

Significant misbehaviour in school will be recorded and reported to SLT in the first instance. Pupils are also required to complete a 'Child's Statement' to build part of the picture of evidence. Members of staff should record minor classroom incidents on CPOMs and assigned to a member of the SLT. Progress towards individual targets will be recorded on individual behaviour/ education plans. The SLT will monitor behaviour and evaluate the impact of this policy through the records listed above, through formal observations, comments from formal lesson observations and discussion with pupils, staff and parents. A Behaviour Report record will be introduced to support the improvement of a child's progress before it reaches a level where it becomes a greater problem. It also allows the school to recognise and reward excellent behaviour. (Appendix 10)

Parents and Carers:

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and at 'Meet the Teacher' events: we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site and on trips, including parents/carers, to model positive behaviour at all times and in particular in their interactions with each other. Parents and Carers work in partnership with the school and sign a home/school agreement at the start of term (Appendix 8) and an online home/school agreement (Appendix 9).

If a member of school staff has concerns about a child's behaviour or there has been reasonable consequences used as a result of unacceptable behaviour, then the parents/carers will be contacted and should support the actions of the school. If

parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher or Head of School.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggressions to a member of staff by parents/carers of children in the school will be reported immediately to the Executive Head Teacher and/or Chair of Governors, who will take appropriate action in line with trust policy.

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'

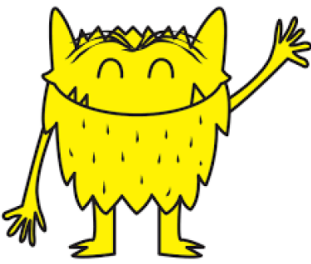
'You have chosen to'... (complete this work at the start of break time)


'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)


'Stop it please' You are not following our behaviour policy.


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



Behaviour Steps



| | |
|--|--|
| | <p><u>Red</u></p> <p>Work away from your class for part or all of the day. Miss all, or part, of break or lunch.</p> <p> </p> |
| | <p><u>Yellow</u></p> <p>All or part of break or lunch time with your teacher. We need to talk about how to make things better.</p> <p> </p> |
| | <p><u>Blue</u></p> <p>Blue card</p> <p> Turn it around</p> |
| | <p><u>Green</u></p> <p>Verbal Warning</p> <p>Turn it around </p> |
| | <p><u>Positive Praise</u></p> <p>Dojo points, Stickers, Certificates Phone call home to congratulate</p> <p> Name on class 'WOW' board Well-being Warrior badge Head Teacher stickers/Certificate</p> |

Appendix 4

Staff Procedure for Behaviour Steps

| | |
|--|--|
| | <p style="text-align: center;"><u>Red</u></p> <p>If a child receives red card, SLT need to be informed, parents telephoned (this can be teacher or TA) and logged on CPOMS</p> <p>Depending on the incident, teacher/TA to deal <u>with behaviour</u> but SLT also speak with the child.</p> <p>Teacher/TA can take the child to another area of the school to work - this does not need to be done by SLT. There is an option for the child to also receive an internal exclusion for a full or half day (age and incident dependent).</p> <p>This may not be appropriate for some children with SEND and a separate programme will be in place</p> <p><i>Identify triggers and positive support interventions put in place, e.g. behaviour chart, positivity scrapbook, additional movement breaks, position in classroom, transitions.</i></p> |
| | <p style="text-align: center;"><u>Yellow</u></p> <p>If a child receives yellow card, record on CPOM's.</p> <p>Inform parents/carers about their behaviour.</p> <p>Break or Lunchtime sanction (Teacher discretion on number of minutes)</p> <p><i>During the time in at break/lunch, a restorative conversation with the teacher <u>must take place</u>. How did behaviour get to this? How were additional needs being addressed?</i></p> |
| | <p style="text-align: center;"><u>Blue</u></p> <p>Blue card shown to child. Work through behaviour script.</p> <p>Remind the child that they can turn it around and go back to green.</p> <p><i>Movement break option at this point/ change of face/ quiet space/ food/ drink?</i></p> |
| | <p style="text-align: center;"><u>Green</u></p> <p>Work through behaviour script at the first appropriate moment. (TA could do this if the teacher is in the main teaching part of lesson.)</p> <p>Children can come off green if behaviour is addressed.</p> <p><i>Does the child require movement break? Change of face? Quiet space? Are they hungry?</i></p> |

Appendix 5





Triggers for Behaviour Steps



- Racist language/actions.
- Homophobic language/actions
- Bullying.
- Violence towards children or adults (case by case).
- Sexual harassment
- Refusal to enter or leave classroom and causing high levels of disruption.
- Swearing directly at an adult.
- Violence towards children or adults (case by case).
- Throwing, kicking over or tipping furniture.
- Intentional damage to school property.
- Threats made to adults or children.
- Swearing directly at a child.
- Major Online Safety issue in class.
- Hurting someone through rough or inappropriate behaviour. (case-by-case).
- Running around school during lesson time.
- Throwing equipment aggressively.
- Dangerous behaviour around the school site.
- Swearing
- Refusal to come into the building at the end of play.
- Inappropriate sexual behaviour (case-by-case - could be higher)
- For ignoring a green warning and carrying on with behaviour that they have been spoken to about.
- Disruption to a lesson by shouting out, talking or silliness.
- Low amount of work completed due to lack of focus on task.
- Not staying on task.
- Distracting others.
- General low-level misbehaviour.
- Refusal to complete work or a task given.
- Throwing equipment, book or work down, but not aggressively towards others.
- Unkind behaviour towards others.
- Minor online safety issue in class.
- Rudeness to adults.
- Refusal to leave the classroom but sat causing no, or negligible, disruption.
- Refusal to enter classroom but causing no, or negligible, disruption.
- Rough play.
- *Please note, this is not an exhaustive list*

**Any of these triggers could result in a pupil suspension but each case will be individually assessed according to pupil needs..*

Appendix 6

|  When a child's behaviour consistently fails to meet the expected standards  | |
|---|--|
| <p>In situations where a child's behaviour consistently fails to meet the expected standards, interventions need to be put in place to try and help change and improve the child's behaviour and to show that certain behaviours are unacceptable. Any interventions put in place need to be discussed with parents/carers to allow for a school and home response. The interventions below are not exhaustive or prescriptive but are to act as a guide.</p> | |
| First step interventions | <ul style="list-style-type: none"> Reward charts - these must be achievable and tailored for the child involved. AM and PM rewards can be used for children who struggle over a whole day. Home and school reward charts can also be used. Social Stories. Home/school book to note down positives and any issues through the day. Create a personal workstation in class. Changes to seating plans. Small group work. Extra TA support in class (where possible). Time out card or signal. Agreement for 'calm down time' outside the classroom when the child recognises they are struggling. Movement break / change of face/ quiet space/ food/ drink. |
| Second Step interventions | <ul style="list-style-type: none"> Playground rota so not out on all days. Zoning on the playground from certain children. Privileges removed and need to be earned back - sports teams, school trip etc. |
| Third Step interventions | <ul style="list-style-type: none"> Removed from playground for a set amount of time but built up with short sessions or over weeks to a full return. Parent collects the child for lunchtimes and brings them back for the afternoon lessons. Agreement for parents to come and 'reset' the child when behaviour escalates. |
| Fourth Step interventions | <ul style="list-style-type: none"> Modified timetable Behaviour Record (completed daily home and school) SEN classroom provision Evergreen outreach programme Fair Access Panel Suspension or internal suspension according to pupil need |

Appendix 7

Behaviour, suspensions and permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil suspension or permanent exclusion. Only the Executive Head Teacher, Head of School (or the acting Head Teacher) has the power to suspend or permanently exclude a child from school. The Head Teacher may suspend 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 suspension into a permanent exclusion, if the circumstances warrant this. If the Head Teacher suspends a child, they must inform the parents as soon as possible, giving reasons for the suspension. 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 a suspension. The Head Teacher informs CAT, the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term suspensions. The Governing Body itself cannot either suspend a child or extend the suspension 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 suspended or permanently excluded from school.

Appendix 8



Stratford-upon-Avon Primary School

Head Teacher: Mrs G Humphries BA Hons, QTS, PGCE, NPQH

Broad Street
Stratford-upon-Avon
Warwickshire
CV37 6HN
Telephone: 01789 283201
Fax: 01789 282493
Email: admin2042@welearn365.com
Website: www.stratfordprimary.co.uk

HOME / SCHOOL / CHILD - AGREEMENT

The School will:

- ☐ Care for your child's safety and happiness
- ☐ Encourage children to support others and take care of their surroundings
- ☐ Work hard to ensure that all children achieve their full potential as valued members of the school community
- ☐ Provide a balanced curriculum and meet the individual needs of your child
- ☐ Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- ☐ Keep you informed about general school matters and about your child's progress in particular
- ☐ Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school

Parents will:

- ☐ Make sure their child arrives at school on time (8.55 am).
- ☐ Ring before 10.00 am on the first day of absence
- ☐ Make sure their child attends regularly and provide an absence note when necessary
- ☐ Attend Open Evenings to discuss their child's progress, one each term
- ☐ Make the school aware of any concerns or problems that might affect their child's work or behaviour
- ☐ Encourage their child's smart appearance in school uniform
- ☐ Support the school's policies and guidelines for behaviour
- ☐ Support their child in homework and other opportunities for home-learning
- ☐ Make sure that when collecting and delivering children, no one endangers life by parking outside school.

Children will keep the school's rules:

- ☐ I will be friendly
- ☐ I will be helpful
- ☐ I will be polite and respectful to others
- ☐ I will take good care of the equipment and building
- ☐ I will walk inside the building
- ☐ I will talk quietly at the appropriate times
- ☐ I will not hurt anyone else
- ☐ I will wear school uniform and be tidy in appearance
- ☐ I will do all my class work and homework as well as I can
- ☐ I will keep the school free from litter

Together we will:

- ☐ Support our children's learning to help them achieve their best
- ☐ Encourage children to keep the school's rules
- ☐ Discuss and address special needs

/



Appendix 9

Online Learning - Parent/Guardian & Pupil Agreements

As online learning has rapidly become a key part of our teaching and learning strategy, it is important that all pupils and parents/carers are aware of, and agree to abide by, the Remote Learning Behaviour Agreement, detailed below. This will enable staff to be as creative as possible when engaging with pupils, so that they are providing the very best teaching and learning experiences while at the same time ensuring all of our pupils and staff remain safe and comfortable throughout. It is essential that all parties are respectful of each other and that the use of video technology does not become an invasion of privacy.

Learning Behaviour Agreement - For when a teacher uses recorded videos and/or audio messages or where a teacher delivers a live streamed session:

- I agree that I must never use any of the material provided for any purpose other than my own learning.
- I will never place any of a teacher's video or audio file on any on-line platform or social media platform.
- I will not record any part or whole of a live video or pre-recorded lesson.
- I will not edit any part or whole of a live video or pre-recorded lesson.
- I agree that my teacher will always record any live video lesson; I understand that this is an agreement to ensure the safety of all pupils and teachers.
- If I am involved in a live lesson I agree to ensure that I am aware of others in my own home and that they know I am engaged in a lesson to avoid unnecessary or inappropriate distractions.
- If I am involved in any live video lesson I will ensure that I am wearing sensible and appropriate clothing that would be deemed acceptable on a school non-uniform day.
- I understand that my teacher may be recording or delivering the lesson from their own home and that I should be respectful that this is their private space and is not a subject that should be discussed with them or with others.
- I understand that other pupils will also be inside their homes, which may also be visible on camera, and that I should be respectful that this is their private space and is not a subject that should be discussed with them or with others.
- I will not attempt to invite anyone to the live video lesson. Only teachers will invite pupils to live lessons.
- During a live video lesson I will use the audio 'mute' function when instructed to do so by the teacher.
- During a live video lesson I will cut the camera feed to stop the visual link when instructed to do so by the teacher.
- I agree that if I am involved in a live video session and I do not adhere to any of the rules above I will be removed from the lesson by the teacher.
- If I am removed from a lesson by a teacher, I will not be permitted to re-join the class until the teacher or a senior member of staff has spoken with my parent/carer.

General Learning Expectations

- I understand that the normal high expectations of behaviour are expected of me, my

interactions and engagement will be focused, polite and respectful at all times.

- I understand that this is a new way of working and that I need to focus even harder and really apply my listening skills to make the most of my learning.
- I agree that messages that I post on Microsoft Teams/ eSchools are the same as verbal communication in school and should always be positive, polite and respectful.
- I agree to always interact with any other learners in a polite and respectful manner.
- I agree that I will always complete the work to the best of my ability and that I will work to the normal expectations of the schools behaviour policy in all interactions and the effort that I apply to my learning.

Remote Learning Parental Agreement

I / We agree to support the teaching and learning strategies and the increased use of video and live lessons by discussing and reinforcing the expectations identified below with my/our child. I / We have read the 'Learning Behaviour Agreement' and 'General Learning Expectations' understand that the agreement is important for the safeguarding of all parties. I/We understand that breach of this agreement may lead to sanctions as detailed in our Behaviour Policy. In situations which may be libellous or result in defamation of character the school may choose to seek legal advice.

Remote Learning Pupil Agreement

I have read the 'Learning Behaviour Agreement' and 'General Learning Expectations' and agree to follow these rules so that teaching staff can make the best use of technology, to help me to continue to learn during any period of school closure. I understand that if I break this agreement that may lead to sanctions through our school's Behaviour Policy.

Signed: _____ Parent/Carer

Date: _____

Appendix 10



Behaviour Record

This record **MUST** be taken home **EACH** night and returned to school each morning

Our Behaviour Record is designed to allow both parents and school to keep a close eye on a child's progress on a daily and lesson by lesson basis. In this way parents and school can support each other and intervene quickly if necessary.

This record is designed to ensure that we improve a child's progress before it reaches a level where it becomes a greater problem. More importantly it allows us to recognise and reward excellent behaviour.

This record will be sent home **EACH** day and **MUST** be returned to school the following day. It continues over a period of five weeks. Parents support is vital. Please spend a few minutes each day discussing the scores for the day, sign the record and contact the school immediately if it doesn't appear back at home each day.

This record is an essential tool to support a child experiencing difficulties. For it to work it **MUST** be in school each day. We will contact you if it does not arrive.

Name: _____

Something better

Improving is about taking small steps..... What can **YOU** do better at the end of this week than you did last week?

Name: _____

| | | | |
|-----------------|---|-----------------|--|
| My Target Score | <small>Your teacher will set this</small> | My Actual Score | |
| 1 | I did everything I was asked to do | | |
| 2 | I did much more than I was asked to do | | |

| | Before Break | Break | After Break | Lunchtime | Afternoon | At home | | Signature | |
|-----------|--------------|-------|-------------|-----------|-----------|---------------|--------------|-----------|--------|
| | | | | | | Before school | After school | Teacher | Parent |
| Monday | | | | | | | | | |
| Tuesday | | | | | | | | | |
| Wednesday | | | | | | | | | |
| Thursday | | | | | | | | | |
| Friday | | | | | | | | | |
| Saturday | | | | | | | | | |
| Sunday | | | | | | | | | |

Head Teacher signature: _____ (End of week)