



## Positive Relationships and Behaviour Policy

Member of staff responsible: J Watson

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Date of last review: Nov 2023

Next Review Date: Nov 2024 (Review Annually)

*At Gonerby Hill Foot our vision is:*

***Learning***

*Offering an ambitious educational experience, developing a lifelong love of learning for all.*

***Loving***

*Fostering a spirit of self-worth, compassion and respect across our community.*

***Living***

*Together, empowering resilient, responsible global citizens.*

*Creating leaders who are inspired to serve, enabling us to live life in all its fullness.*

*Let all that you do be done in love.*

**1Corinthians 16:14**

## Introduction

At Gonerby Hill Foot, underpinned by our Christian distinctiveness, we provide a safe, caring, stimulating and inclusive environment for all. We teach pupils, through a variety of experiences, to love and respect themselves and others, their families, cultures and beliefs. Our focus on developing positive relationships enables us to live life in all its fullness, together as a strong community.

We aim to keep rules to a minimum, following just three rules of Ready (**Learning**), Respectful (**Loving**) and Safe (**Living**) (RRS (Ready Respectful, Safe)). Promoting positive relationships amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children, have a vital role to play and should aim to build positive relationships with each other.

## Aims:

- To encourage a calm, purposeful and happy atmosphere within school.
- To develop respectful positive relationships through a restorative approach, which promote self-esteem, self-worth and establish clear expectations of all members of the school community.
- To prevent bullying.
- Through shared expectations and a clear consistent approach, we aim to promote a compassionate working environment where all can feel safe, take risks, develop their skills and foster a love of learning both independently and co-operatively.
- By creating a respectful, fair and forgiving ethos, we want all children to be confident and resilient with each other and in their work.
- To establish a partnership approach which draws on parental and professional relationships.
- To provide consistent systems which promote positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

## Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition.

We believe that children achieve best when there is a partnership between home and school, and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by signing a home/school agreement as written evidence that they agree with our policy. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- The Parents' Consultation Evenings also provide a forum for discussion.
- Parent and pupil chance to share events.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating achievements.
- Certificates and stickers that children take home.

Positive behaviour is the shared responsibility of all staff. We know that if we expect the children to live well together, the adults in the school must model good behaviour themselves.

As part of promoting positive opportunities for serving the school community and being a positive role model, pupils are encouraged to take on responsibilities within their class and across their school. These include, but are not limited to:

- House Captains
- School council
- Playground leaders
- Members of Committees
- Classroom and school wide monitor jobs
- Antibullying Ambassadors
- Lunchtime Monitors
- Mini Police
- Collective Worship Team
- Class 'meet and greet' reps

## **ROLES AND RESPONSIBILITIES**

### **CLASS TEACHERS/SUPPORT STAFF:**

The class teacher and support staff will:

- Ensure that the school rules are always applied consistently and fairly.
- Ensure that classes behave in a responsible manner both in the classroom and when moving around the school.
- Hold high expectations of children's behaviour.
- Treat each child fairly, with respect and understanding.
- Use agreed scripts in a neutral tone of voice.
- Always recognise positive behaviours.
- Apply rewards and sanctions fairly and consistently.
- Record issues promptly on CPOMS and respond accordingly.
- Follow procedures outlined in this policy and liaise with the Pastoral Team/SENCO where support is needed in managing behaviour of individuals.
- Consult with parents/carers where there are any behavioural concerns.

### **SENIOR LEADERSHIP TEAM:**

- The Senior Management Team will:
- Implement and monitor the effectiveness of this policy throughout the school and, where appropriate, report to governors.
- Support the staff in the implementation of procedures outlined in this policy and guidance.
- To keep records of any significant negative behaviour incidents following CPOMS systems.
- Liaise with external agencies as necessary in order to support individuals with specific needs.
- The Head Teacher will follow guidance from the DfE (Department for Education) and LA (Local Authority) if a fixed term or permanent exclusions is deemed necessary.

## **GOVERNORS**

- The Governors will:
- Review our written statement of principles and guide the Head Teacher in determining measures for promoting positive behaviour.
- Notify the Head Teacher and offer further guidance where it feels that particular measures introduced, or issues addressed regarding behaviour give concern.

- Consult with the Head Teacher as necessary if a suspension or permanent exclusion is deemed appropriate.

### **PARENTS/CARERS**

- The parents/carers will:
- Support their child's learning and co-operate with the school.
- Promote positive behaviours at home as well as at school.
- Read any documentation that is sent home.
- Meet with members of the school staff as necessary to discuss any concerns.
- Contact the school if they have any concerns or questions about the contents of this policy.

### **CHILDREN**

- The children will:
- Try their best to demonstrate positive behaviour – see below.
- They will take responsibility for their actions and consider the effects of their actions on others.
- Follow our 3 school rules at all times:
  - Ready – to learn**, follow routines and instructions from adults, try your best.
  - Respectful – to everyone**, follow instructions first time, listen to adults and others around you. Treat everyone with kindness and dignity, consider the impact of your actions on others and be honest about your choices.
  - Safe – everywhere**, walk, listen, share, take turns. Keep hands and feet to yourself.

### **Supporting Children with SEMH (Social, Emotional, Mental Health)**

**For effective provision for SEMH needs, staff are trained in the following areas: -**

- ADHD
- Autism level 1 (specific staff to level 2 or 3)
- Adverse Childhood Experiences
- Attachment
- Trauma - how we track this and how we can plan for potential difficult times.
- Sensory
- School ethos for working with children.

**Key principles in supporting the universal needs of all pupils: -**

- All behaviour (positive or negative) is a reflection of a person's emotional state.
- Understand brain development and impact of stress and fear on behaviour.
- Children have different 'stress windows of tolerance'.
- You can't always see the 'trigger'.
- Behaviours communicate a need.
- Scared children can do scary things.
- Don't take things personally.
- Negative behaviour mostly comes from an unconscious place.
- In times of stress children's thinking process is distorted and confused and short-term memory is suppressed.
- Children who are dysregulated are unable to access the thinking part of their brain.
- Children without the strategies and skills needed to manage their emotions need to be supported.

**How we support the universal needs of all pupils: -**

- Use of natural consequences rather than 'punishments'.

- High Structure (Strong routines and boundaries) High nurture.
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy).
- Use wondering in order to explore the potential cause of the behaviour (Curious not furious).
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour.
- Engaging children at an emotional level.
- Regulate our own emotions.
- Time in or time out?
- Using staff presence to help regulate.
- Naming need.
- Empathetic Commentary.
- Access to learning mentor.
- Understand that any traumas in a child's life can impact on behaviour.

## **Day to Day management**

The emphasis is on verbal praise and whole class rewards to reinforce good behaviour, rather than on sanctions for poor behaviour choices.

Thank you and verbal praise aid intrinsic motivation helping children to see that good behaviour is valued. Below are some of the ways positive behaviour choices are recognised

- Whole class circles, used to earn fun active time.
- Friday worship – children given certificates to publicly recognise their achievements.
- Children will be encouraged to share their achievements with a member of staff, their parents and other children.
- Examples of good work to be displayed in classrooms and corridor display boards.
- Headteacher awards
- Postcards
- Dojo's home
- Recognition boards
- Use of scripts by adults enable children to be 'reminded' of poor behaviour choices, given privately or discretely, and used to identify pupils in need of extra support and adult curiosity.

The aims and objectives of the Positive Behaviour Policy generate a responsibility for all staff and children to model positive behaviour conducive to learning. This is further supported by our Anti-bullying Policy.

## **Creating the environment**

As always, many factors have a part to play and staff should consider their own practice.

- Ensuring that unacceptable behaviour is not arising from an inappropriate level of work.
- Staff to be well prepared for all lessons.
- Good classroom organisation and structures help support children who have difficulty managing their own work time.
- Clearly defined guidelines and boundaries.
- High expectations.
- Quick response to acceptable behaviour.
- Ensure there are more positive than negative comments. Make at least ten positive comments to a class/individual before making a negative comment.
- Flexibility of approach and variety of strategies when appropriate
- On the playground quality resources, opportunities and trained staff ensure engaging play is available to all.

### **CPOMS: When should behaviour incidents be logged?**

SLT (Senior Leadership Team) review CPOMS regularly and create actions based on issues and trends, to ensure support at the right times and in the right places. The member of staff dealing with an incident should log the following incidents/issues on CPOMS if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school).
2. Racist incidents (these also need to be reported separately to the HT).
3. Swearing/verbal abuse incurs a sanction of missed breaktime to allow reflection of impact and ways to self-regulate moving forward.
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent. SLT to be informed immediately.
5. Incidents in which another individual has been injured/assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved.
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).
7. To record 5 reminders in a day or 15 in a week to bring to the attention of SLT.

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

If any of points 1-6 occur during lunchtime, the MSA involved should report this to the duty SLT member, if necessary. The duty SLT member will log this on CPOMS and will liaise with the class teacher regarding any further action.

Points 1-5 must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences inline with the restorative framework and log this (or Duty SLT member if it is related to a lunchtime incident).