



Positive Relationships and Behaviour Policy

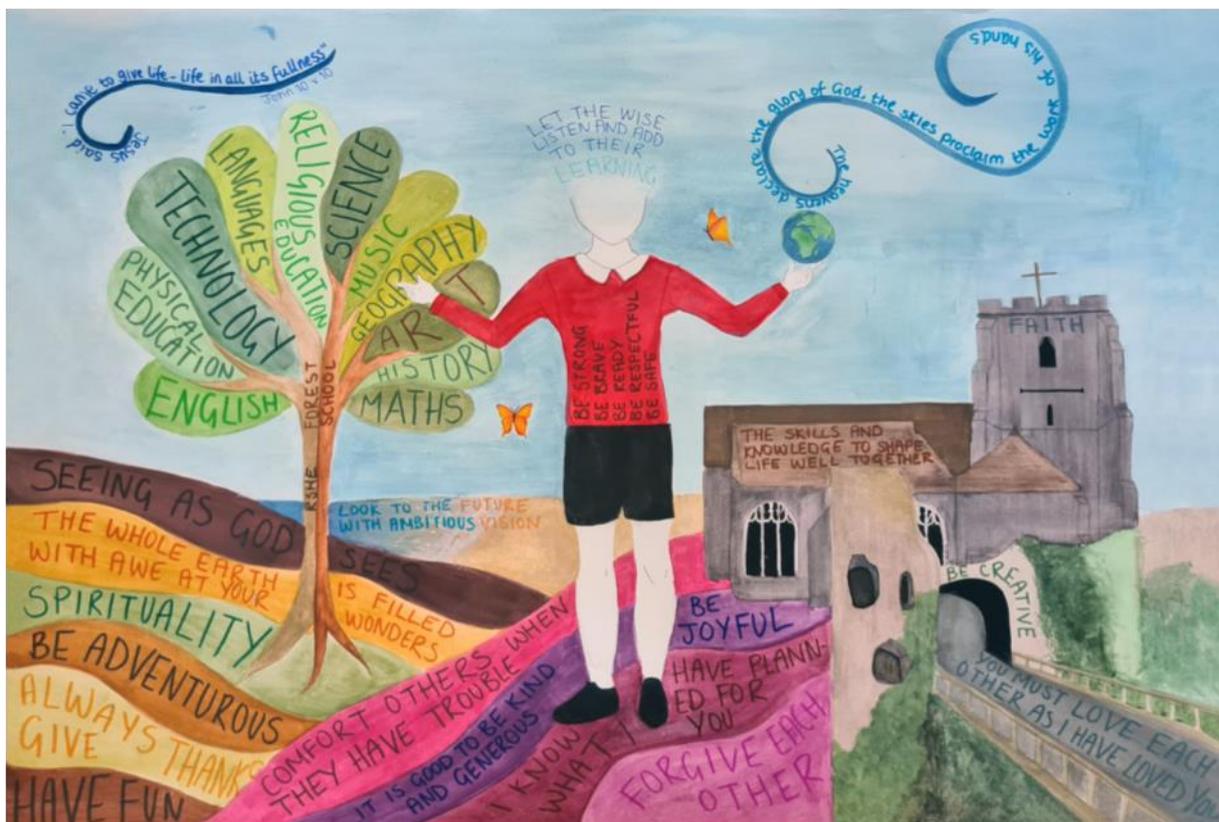
Reviewed: September 2021

Next Review: September 2022

Our School Vision:

"At PAWS we have an ambitious vision to work in partnerships with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life."

(John 10:10)



Rationale:

Pevensey and Westham CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Behaviour is directly linked to quality first teaching where engagement with learning is always the primary aim. Improved learning in the classroom is positively affected by attitude, high levels of self-esteem as well as consistently applied behaviour strategies. Responses to behaviour are taken with care and consideration and take individual needs into account. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Relationships and Positive Behaviour Policy aims to:

- Create a culture of exceptionally good behaviour: for learning, for community, for life
- Ensure that all learners are treated fairly, shown respect and to promote good relationships.
- Recognise and praise learners demonstrating amazing behaviour.
- Help learners take control over their behaviour and be responsible for the consequences of it.
- Build a community which values compassion, generosity, forgiveness, truthfulness, hope and perseverance.
- Promote community cohesion through improved relationships.
- Ensure that excellent behaviour is a minimum expectation for all.

Our School Rules

We have three simple school rules which we expect all pupils, adults and stakeholders in the school to follow.

Be Ready

Be Respectful

Be Safe

Expectations:

We believe that consistency lies in the behaviour of adults and not simply in the application of procedure. The key is to develop a consistency that ripples through every interaction on behaviour. Learners will feel treated as valued individuals. They respect adults and accept their authority.

All staff

1. **Meet and greet** their pupils every day.
2. Refer to **'Ready, Respectful, Safe'** and have these rules displayed in all classrooms.
3. Consistent **language**; consistent response: simple and clear expectations reflected in all conversations about behaviour.
4. **Model** positive behaviours and build relationships – continue to reinforce and celebrate the school's values:



5. **Plan** lessons that engage, challenge and meet the needs of all learners.
6. Use a **visible display of recognition** throughout every day.
7. Encourage learners to take responsibility for their actions, Use the **'Restorative Process'** to deal with poor choices without delegating.
8. Be **calm** and give the children the opportunity to change by giving them **'take up time'** when going through the steps. Prevent before sanctions.
9. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
10. Reinforce routines for expectations around the site. **Never ignore** or walk past learners who are behaving badly.
11. Provide **support** for colleagues when needed.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they will stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Be a visible presence around the site and especially at changeover time to encourage appropriate conduct
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex behaviours
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations where needed
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Ensure staff training needs are identified and targeted
- Regularly review provision for learners who fall beyond the range of written policies

Parents/Carers

Parent/carers have a vital role to play in their child's education. It is very important that they support their child's learning and that the school and parents/carers work together effectively. We are very conscious of the importance of having strong links with parent/carers and good communication between home and school.

Parents/Carers will:

- Work in partnership with the school to support their child and reinforce high expectations
- Discuss any concerns they have with an appropriate member of staff (normally the class teacher in the first instance)
- Help celebrate pupil achievements at home.

Recognising and Praising Effort:

We recognise and reward learners who go 'over and above' our standards. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships with all learners.

Behaviours we seek to encourage are praised through a range of recognitions which includes:

- recognition for pupils and classes who remain on Green on the 'Good to be Green' chart
- verbal praise
- celebration certificates (such as silver and gold cards linked our School Values) and certificates
- Positive Postcards, letters, sharing on Class Story and phone calls home
- House Points – (these have been included following pupil voice and School Council input)
- sharing high quality work with the headteacher.
- public praise in our weekly Celebration Worship

Restorative Process:

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Good to be Green charts are visible in all classes to celebrate good and exceptional behaviour as well as giving a visual reminder for any pupils where their behaviour falls below expectations. Cards (except Silver and Gold) should be reset to Green at the start of each session.

The process for restoration, should always be approached with care and consideration, taking individual needs into account where necessary and with praise for the behaviour you want to see. All learners must be given 'take up time' throughout the process. For more significant breaches in behaviour, the process below may be moved through more rapidly.

Process	Actions
<i>Redirection</i>	Gentle encouragement, a 'nudge' in the right direction, small act of kindness. Use of proximity praise to highlight desired behaviours being shown by peers.
<i>Reminder</i>	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
<i>Warning</i>	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Turn their card to Yellow on the Good to be Green chart. Be proactive in looking for changes in behaviour so that cards can be returned to Green in recognition of improved behaviour. Teacher should use their professional judgement about whether this improved behaviour is likely to be sustained to avoid repeatedly changing cards.
<i>Thinking time</i>	If behaviours continue to fall below expectations, a child's card may be turned to Red. Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Be proactive in looking for changes in behaviour so that cards can be returned to Yellow in recognition of improved behaviour. Teacher should use their professional judgement about whether this improved behaviour is likely to be sustained to avoid repeatedly changing cards.
<i>Time Away</i>	At this point the learner will be referred internally to another room in the school for the remainder of the lesson. All 'Time Away' must be recorded on SIMS and parents informed preferably in person at the end of the day or on the phone. A restoration meeting will follow. When the child returns to class, their card should return to Green.
<i>Restore</i>	A restorative meeting should take place before reintegration into the class. If the learner does not attend, or the reconciliation is unsuccessful, the teacher should call on support from an appropriate member of staff who will support the restoration process.
<i>Formal Meeting</i>	A meeting with the teacher, pupil and parents, recorded on SIMS with agreed targets that will be monitored over an agreed period of time.

Where there is serious cause for concern, the Partnership Stage (see appendices) will be implemented. A member of staff will be allocated to the pupil to support and assist the pupil and class teacher. This may include setting up appropriate target charts and behaviour plans to replace the Good to be Green chart for that child.

The same steps are followed at breaks and lunchtimes. Positive experiences are promoted by Play Leaders and low level friendship issues are supported by our team of Peer Mediators.

A serious breach is an incident which may result in a fixed term exclusion. Alternative provision, where appropriate, to exclusion may include behaviour plans, flexible timetables and nurture support. In exceptional circumstances, the Head Teacher may decide to exclude either for a fixed period or permanently. The parent/carer would be informed in writing and advised about their rights.

Positive Handling

If the behaviour a child exhibits, poses a risk to others or themselves, it may be necessary to use positive handling to guide the pupil to a calm, safe space. Staff at Pevensey and Westham School have been trained in the Team Teach methods for positive handling.

Prior to any positive handling, distraction and de-escalation techniques should be employed. Where there is no choice but to use positive handling, guidance from East Sussex will be followed (See [ISEND: Positive Handling/Use of Reasonable Force Guidance- Spring 2016](#)).

Trained staff members will take responsibility for any positive handling. However, in unpredictable circumstances, it may be appropriate for an untrained staff member to support a child exhibiting dangerous behaviour whilst a trained staff member is called. Pevensey and Westham promote the safe touch of pupils.

All positive handling incidents are recorded according to statutory guidance. Touch may be used to support a child who is dysregulating – it will be safe and positive as outlined in our Positive Handling and Safe Touch policy.

How we support our children:

- Staff praise children when they see good behaviour.
- Staff focus on the positive behaviour they see.
- Staff tell children clearly what is expected of them. School and classroom rules are consistent, fair, and kept.
- Rules are regularly reviewed with staff and children together.
- Coaching strategies are used to support pupils; the strategies help pupils to change patterns of behaviour and beliefs.
- Responsibilities, expectations, and activities are matched to individual children's age, needs and development.
- Staff regularly inform children's parents of good behaviour or achievement. When children have worked hard on a task and produced excellent work this is displayed as an example.
- The RSHE Lifeskills curriculum and Social, Moral, Spiritual and Cultural (SMSC) aspects of learning support the development of positive relationships and the value of each individual in the school community.
- Lunch Club is to support children who are having difficulty accessing outside play at lunch time for a variety of reasons.
- A 'Circle of Friends' is used to support children who find social interactions difficult.

- Learning difficulties are assessed so that the curriculum is meeting the needs of every child and getting appropriate support. (Involvement of SENCo who will consult with outside agencies for advice and support).
- Persistent poor behaviour over time will result in an individual behaviour plan which may involve consultation with parent/carers and external agencies.
- Staff will identify pupils that need intervention for personal, social and emotional needs.
- The safeguarding of pupils is always the priority of any actions that are taken.

Redirection

Non-verbal cues, adjust the seating plan, acknowledgement, distraction, repeating instructions, checking in, offering support.

The Reminder

A reminder of the expectations for learners 'Ready, Respectful, Safe' delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. Clarify expectations, give choices and remind of previous good contact.

The Warning

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Children's cards turned to yellow as a visual reminder to improve behaviour for the child. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Teachers are proactive in looking for improved behaviour and returning card to yellow

We resist endless discussions around behaviour and spend our energy returning learners to their learning. In the face of aggressive behaviour, the ability to be warm and kind can have remarkable results.

Thinking Time and Time Away

- The learner is asked to speak to the teacher away from others
- Boundaries are reinforced
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions
- Children's cards turned to yellow as a visual reminder to improve behaviour for the child
- Teachers are proactive in looking for improved behaviour and returning card to yellow

In general, three minutes should be enough and this should happen in the classroom (shared areas are part of the classroom).

If the intervention above is unsuccessful, or if a learner refuses participate in 'Thinking Time' then the learner will be referred to another area. This stage will be called 'Time Away'.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore

Reparation meetings at Pevensey and Westham are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

What's happened?

What was each party thinking?

Who feels harmed and why?

What have each party thought since?

What behaviours will each of us show next time?

Reaffirm your commitment to building a trusting relationship.

Teachers will take responsibility for leading Restore meetings, an appropriate member of staff will support when requested.

Pupils may have their behaviour monitored by teachers to show progress towards agreed targets.

We make sure that this is done discreetly and do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Partnership Stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated an appropriate member of staff who will:

- Support and, if necessary, facilitate the Restore Meeting between the member of staff and pupil.
- Develop an appropriate target chart and/or behaviour plan with the learner
- Monitor, review and mentor using the target chart/ behaviour plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves.

Equality:

In managing behaviour, the school will have due regard for the [Equality Act 2010](#) and recognises the need to:

- Eliminate discrimination, harassment, victimisation against someone on the grounds of any of these characteristics: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex (gender) and sexual orientation. These are often referred to as protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and people who do not; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Guidance in searching & screening & confiscation advice

DFE guidance can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Exclusions

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

Any decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

At PaWS we understand that early intervention to address underlying causes of disruptive behaviour will include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.

The Headteacher will also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.