Padiham Green CE Primary School

Jesus said, "Come Follow Me." Matthew 4:19

Positive Relationships & Behaviour Policy

Ethos

Our school believes in the positive management of behaviour and we have high expectations for behaviour at Padiham Green, which is modelled by all staff. We aim for all children to achieve their maximum potential in a caring and safe environment. This policy is based on the Christian values of love, faith, hope, thankfulness, respect and forgiveness. In order to facilitate teaching and learning, we believe that appropriate behaviour must be demonstrated in all aspects of school life.

The primary aim of our school is that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Underpinning our philosophy in behaviour management is our school vision: Jesus said, "Come, follow me." (Matthew 4:19). Padiham Green is a Christian school where everyone is valued. We want our children to LOVE, to LEARN and to SHINE on their journey. As a school family, we set good examples to all our learners following the examples set out in the Christian faith.

Set a high standard; be consistent; be vigilant; do it all with love and care…and a smile!

The Importance of Good Behaviour

The school ethos is based upon a positive, consistent and structured approach to appropriate behaviour management where expectations are clearly modelled and communicated to provide a secure environment. The ability to adapt behaviour, which is appropriate to a variety of situations, is an essential life skill. We believe that it is our responsibility to help children to understand the importance of good behaviour and, therefore, learn to make the right choices at school and as future citizens.

In implementing this policy, the school will:

• Establish systems which are consistent throughout the school and which are clearly communicated to children, parents and staff

• Encourage children to respect the needs and well-being of others

• Promote by example acceptable standards of behaviour through our core values of; love, faith, hope, thankfulness, respect and forgiveness.

• Encourage positive relationships throughout the school community

• Consider the additional needs of individual children and where necessary make reasonable adjustments.

• Encourage children to incorporate respect for everyone and everything into their daily lives.

Consistency

All staff in the school, teaching and non-teaching, will be made aware of the policy and help to promote it. All staff endeavour to support all children (not just those for whom we have direct responsibility) in following the school expectations, developing a sense of right and wrong and of their own responsibilities. This consistency helps the children to understand that we are all working towards a shared goal.

Roles and Responsibilities

The Head teacher should:

• Promote a consistent approach throughout the school
• Support members of staff in their implementation of the school's policies
• Oversee the implementation of the policy throughout the school
• Provide behaviour management training at least every two years
• Ensure that the policy is reviewed and revisited annually

The Governors should:

• Ensure that the policy is updated regularly by the Headteacher and reflects the ethos of the school
• Support the head teacher in carrying out these guidelines

All staff should:

• Establish and encourage positive relationships
• Implement this school policy
• Support pupils in adhering to this policy
• Model high levels of behaviour
• Be aware of the signs of behavioural difficulties
• Set high expectations for every pupil
• Be aware of the needs and support provided to any pupils with specific behavioural needs.
• Establish a positive and welcoming atmosphere for children by welcoming them inside the classroom on their arrival

The Class teacher should:

• Ensure that their class behaves in a responsible manner during lesson time.
• Contact a parent if there are concerns about the behaviour or welfare of a child.
• Liaise with external agencies, as necessary, to support and guide the progress of each child.

Parents and Carers should:

• Support the school in implementing the policy to ensure a cohesive and cooperative approach to managing their child's behaviour
• Read updated behaviour expectations in the school prospectus and on the school website.

Children should:

• Take responsibility for their own behaviour both inside school and out in the wider community.
• Report any unacceptable behaviour to a member of staff.

School Expectations

It is the belief of the staff and governors that close attention should be paid to ongoing day-to-day expectations and regulations in order to establish a firm basis for courtesy and consideration for others. All staff, therefore, must use positive behaviour management strategies to:

• Reinforce the codes of common decency and courtesy in order to help the children to grow up to be polite and caring members of society

• Make certain that children show respect for each other and for all members of the school community

• Encourage children to move around the school appropriately without running and with consideration for others

• Prevent the use of inappropriate language

• Encourage children to show care for our school environment

• Foster good relationships within our school

Below is a list of actions and strategies all staff working within Padiham Green agree to implement:

• **Smile** – passing along positive energy and creating a sense of security and belonging

• **Only display behaviour, which you would want children to replicate**. Staff will demonstrate respectful interactions with all members of the school community.

• **Use of positive language (verbal and body)** e.g. 'please put your hand up'. This also includes positive body language and the avoidance of fear, anger and frustration in adult behaviour.

• **Giving time to 'Noticing' children will be a priority for all staff**. Traditional activities such as 'show and tell' are celebrated as an opportunity to build connections and relationships with children. Children will be greeted positively when they enter the classroom each morning.

• **Consistent recognition** Children who go above and beyond will be celebrated on the Recognition Board in classrooms. These children will be celebrated weekly at key stage worship for recognition.

• **Wait, watch, wonder**. Becoming attuned to the child's behaviour is key in assessing behaviour, preventing the escalation of situations and connecting with the child. Staff will endeavour to think empathetically when dealing with behaviour and understand that all behaviour is a form of communication.

• **Necessary involvement**. Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. This includes questioning and approaching children who are being dealt with by other members of staff for a behavioural issue.

School Systems for Behaviour Management

Dealing with negative behaviour

Unacceptable behaviours are initially dealt with in class by the teacher or teaching assistant. A child will be made aware that their behaviour is unacceptable. The member of staff will deliver a quiet reminder. This will be done directly and privately to the child where possible. The child should be reminded of a previous positive behaviour. The intervention should take no longer than thirty seconds and be direct with no open questions.

If they continue to behave in an unacceptable way, after private discussions and exploration for potential reasons have been had. They will be taken to the Key Stage Lead (KS1 Mrs. Mac/ KS2 Mrs. Gardiner). They will speak with the child and the child will be asked to complete a 'Think Sheet' along with the adult, to help reflect upon their unacceptable behaviour. Think sheets have been developed as a tool to enable self-regulation.

If unacceptable behaviour happens during break and lunch times, children may be to the 'reflection are a' where a member of SLT will discuss what has happened and use think sheets and restorative questioning.

Restorative conversations

Restorative Questions

When things go wrong: (ie. Questions for wrongdoers)	When someone has been harmed: (ie. Questions for those affected by wrongdoing include
- What happened? - What were you thinking at the time? - What have you thought about since? - Who has been affected by what you have done? - In what way? - What do you think needs to happen to make things right?	- What did you think when you realised what had happened? - What impact has this incident had on you and others? - What has been the hardest thing for you? - What do you think needs to happen to make things right?

Behaviour Letters

If a child continues to display unacceptable behaviour after seeing the KS1/ KS2 then a first behaviour letter will be sent home from the class teacher and parents will be contacted.

If the unacceptable behaviour continues, over the course of the following few days, then a second behaviour letter will be sent home by the Deputy Headteacher or KS lead and parents will be contacted.

A third behaviour letter will be sent by the Headteacher and if the unacceptable behaviour is repeated, the Headteacher will contact parents. The Headteacher will initiate conversations with the parents about exclusion. If unacceptable behaviour continues after the third behaviour letter.

There are certain behaviours, such as deliberately hurting someone, which would need to be dealt with immediately by a member of SLT.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Recognition System

The school's ethos is that recognition and praise are more effective in the long term. Every class has a Recognition Board. These emphasise the positive contributions that children make to the class. Children can recognise other pupils, as can staff. The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be intrinsically motivated to learn, follow instructions, and follow the rules because they know that is the right thing to do. For a minority of children, they may need more incentive and support to behave well. In these circumstances, individual reward charts may be used with a focus on earning a reward for behaving appropriately. The use of a sanction for example timeout should be used when a child needs to self-regulate their behaviour. The adults need to provide safe places for the children to go and self-regulate, and they may need 'tools' to support their self-regulation.

Safety and Wellbeing

Children's safety and well-being is of paramount importance to us and when a children or adults are in danger, we take the following steps:

- Encourage the child to accompany a familiar adult to the Rainbow Room, Pastoral Room or other safe space so that they are away from the rest of their peers.
- Seek advice from pastoral team or SLT.

Exclusions

The school will avoid exclusions (both fixed term and permanent) whenever and wherever possible. However, in extreme cases, where behaviour has become violent and aggressive towards staff and other children, or is endangering the safety of staff and children, or preventing other children from their right to education, then we will implement our behaviour letter approach.

Internal Exclusions

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different class / intervention room. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures may need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: relational plan; behaviour chart to address specific behaviours causing a problem; support from the Pastoral Team and SENCO).

Outside Supervision
It is essential that adequate and effective supervision is provided. To this end, the following systems are in place:

Morning supervision:
• School doors open at 8.45am each morning and supervision undertaken by a member of staff at each entrance to school. Children may enter the building from 8.45am.

Playtime / lunchtime supervision:
• The playgrounds are separated for EYFS & Key Stage 1 and Key Stage 2 children.

- There are a minimum of 2 adults on duty during each morning playtime.
- Pupils should be discouraged from re-entering the building during break times, but should be encouraged to ask permission to use the toilets.
- There are designated areas for games
- There are designated quiet areas
- Key Stage 2 Play Leaders facilitate play with the younger children
- Playground equipment is provided by the school and is stored in boxes located in each Key Stage.
- The Pastoral Support Worker and Sports Coach are on duty every lunchtime and may work with key children who require support during this time.

SEND and Vulnerable children

For the vast majority of children these strategies will be effective in developing emotional intelligence and resilience. For a small proportion of children, the approach may need to be adapted to suit their specific needs. In this case, these adaptations are agreed with the SENDCo resulting in clear, consistent strategies. These are shared with all adults who work with the child.

Social, Emotional and Mental Health (SEMH)

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Dissemination of Rules and Regulations

All staff are asked to reinforce the school agreement to avoid negativity and actively promote positivity. The Headteacher communicates with the whole school where necessary, again in a positive manner. All staff are provided with training in behaviour management.

Bullying Incidents

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All claims of bullying are fully investigated and parents are informed and involved when necessary. Parents are encouraged to inform us of changes in their child's behaviour at home

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis, reports to the governing body termly on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour using CPOMs. The Headteacher records those incidents where a child is sent to him/her because of unacceptable behaviour. Lunchtime supervisors will feedback to class teachers/TAs and inform them of any incidents that require recording on CPOMS / implementation of a Behaviour Letter / reporting to parents / being aware of in class.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded using CPOMs. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendices

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Smoke-Free Policy
- Anti-bullying Policy