



## Positive Relationships and Behaviour Policy

Approved by LGB

Approved by:	[Name]	Date:	[Date]
Last reviewed on:	[Date]		
Next review due by:	[Date]		

***“Pensans is a place where kindness, respect and positivity create a safe learning community.”***

***Our 3 school rules are:***

***We are kind to each other.***

***We treat everyone and everything with respect.***

***We are positive about our learning and each other.***



## **Vision**

We believe that every individual has the right to learn and no individual has the right to disrupt the learning of others.

For children to develop positive relationships that support their learning at Pensans Primary School they need to feel comfortable and secure. This policy clearly describes the framework for this to happen and sets out expectations for everyone within the school.

We consider 'Behaviour and building Positive Relationships' to be a subject. The focus of all behaviour interventions is on: creating a positive learning environment, modelling positive learning behaviours and making these explicit for all stakeholders.

## **Ethos**

It is everyone's collective responsibility to make sure Pensans is a safe learning environment. We believe that every child matters and every moment counts. As part of this collective responsibility we follow the principles of Restorative Justice. It should be recognised that we all learn by mistakes. If we reflect on our mistakes we can then adapt our behaviours to help reach our intended goals. Therefore, it is imperative that all Pensans School staff follow clear and consistent Restorative Justice systems which promote Positive Learning Behaviours and Relationships. These systems, although rigorous must allow for children to make minor mistakes whilst being offered wherever possible a fresh start. Staff at Pensans will strive to encourage curiosity in children whilst supporting them to understand responsibility and any consequences of their behaviour.

## **Purpose of This Policy**

This policy has been written so that all stakeholders have clear and collective guidelines to follow whilst working at Pensans Primary School. These guidelines make clear that staff must:

- Support children to become confident as individuals whilst understanding the importance of working in harmony with others.
- Support children to develop a positive self image and self esteem.
- Recognise that the large majority of children respond best to praise and encouragement.
- Recognise that clear restorative procedures and networks need to be in place for when children become unable to behave well/positively.

The implementation of this policy is the responsibility of All staff.

## **Aims and Expectations**

Staff at Pensans Primary School aim to encourage children to develop Positive Learning Behaviours and Relationships that will enable them to achieve their full potential both at school and in the wider world.

It is expected that all staff will aim to:

- Encourage a happy, caring and hard working atmosphere - Fun, Firm and Fair!
- Create an ethos which values people as individuals in their own right.
- Create an ethos which values all cultures and develops understanding of differences.
- Develop self discipline, resilience and independence.
- Nurture self esteem within each member of the school community.
- Encourage children to show courtesy, consideration and empathy towards others.
- Develop the child's sense of responsibility and consequence.
- Achieve a consistent and predictable approach to both praise and discipline.
- Develop a partnership with parents and carers as a means of encouraging positive learning behaviour and relationships.
- Encourage collective responsibility for all children's behaviours and attitudes towards learning.
- Create a consistently purposeful, stimulating and well-ordered environment throughout the entire school building and grounds.
- Create a learning environment where parents and carers feel comfortable.

All staff that work in the school are expected to follow the school rules, model positive learning behaviour and relationships and make daily reference to positive learning behaviours so that every child can learn with minimal disruption.

All *children* are expected to follow the school rules and explore ways of modelling positive learning behaviour and relationships so that every individual can learn.

All *parents/carers* are expected to support the school's policy for the Promotion of Self Esteem and Positive Learning Behaviour. They will also ensure that their children arrive to school ready to learn.

## **Promoting Self Esteem, Positive Learning Behaviour and Independence**

Staff at Pensans are expected to help all children to feel special. They aim to create a 'can do...' culture and promote opportunities for children to receive praise.

Staff believe that the process of promoting self-esteem and positive learning behaviour begins with the educator. It is therefore crucial that the educator is professional at all times and thoroughly informed about the group of children that they are leading. They must also understand how to implement the policy for the Promotion of Self Esteem and Positive Learning Behaviour.

Requirements for Effective Teaching		
Effective Teacher Expectations	Key Characteristics	Tools
Create a "Can Do" Culture	Warm predictable, consistent, knowledgeable, authentic, empathetic, organised, prepared, build positive relationships	Positive language, Inspiring Projects, Effective resourcing, Individual Pathways, IEPs,
Communication	Clear Instructions and expectations: Where children should be working. What they should be engaged with. How they can access support or guidance. How to make successful transitions	Visual, verbal and aural reminders. IEPs and BSPs. Correct dialogue/articulation by adults. Learning Walls and well organised class resources
Class Plan	Clear expectations - 3 Rules Clear incentives Clear rewards Clear consequences	Good to Be Green. Pegs on Sunshine, Rainbow Cloud Dojos Virtues Tokens Team Points Phone Calls/Postcards Home Class Rewards
Differentiated and Personalised Curriculum	Individual Pathways/Projects A range of resources and strategies	IEPs BSPs which include individualised next steps/ targets

When Teachers adhere to Pensans's Requirements for Effective Teaching, it is anticipated that children will respond positively to this and ordinarily be on task and absorbed in their learning. They will be demonstrating Positive Learning Behaviours.

#### **All staff should always be:**

- Warm and approachable - positive body language
- Calm
- Curious - ask not tell.
- Gently Relentless
- Using open questions
- Prepared to be patient and silent when needed
- Clear when communicating and offer appropriate instructions e.g visual timetables, sign language etc
- Authentic
- Clear and consistent with boundaries
- Empowering learners

#### **Giving Praise and Constructive Feedback**

Staff at Pensans will endeavour to inform parents when a child has personally excelled in something. This could include demonstrating outstanding effort in class or home learning, attainment in their schoolwork, progress in behaviour, exceptional manners or kindness etc.

This is ideally shared first hand, with the child present. When this is not possible, a postcard can be sent home, or a phone call made to share the good news. Teachers will lead on this process. Teaching assistants can also instigate the sharing of good news and should ensure that their class Teacher is made aware this.

Children should be given opportunities to understand that positive learning behaviour and relationships can also be valued at home as well as at school.

For children who find it difficult to demonstrate the behaviour expectations or who have low self esteem it is important for us to find as many opportunities as possible throughout the school day to praise and offer them encouragement.

Encouragement enables a child to begin to receive praise in the longer term. Not every child or individual will feel ready to receive praise immediately. Building trust and positive relationships is the key to developing children's ability to accept praise. Educators should capture examples of positive learning behaviour and relationships using media and/or display and ensure that the individual child observes images of themselves acting as expected/in a positive way. This will help them feel part of the collective goal and vision of Pensans as well as feel good about themselves.

### **Capturing examples of Positive Learning Behaviour could include:**

- Use of a class system of recognising good work or behaviour
- Continual praise and critique
- Displaying work in a professional and very high standard
- Showing work to others - children, classes, teachers, teaching assistants, The Headteacher, assemblies, newsletters, website, Facebook page, other schools and organisations
- Giving children the opportunity to praise others
- Special duties
- Telling adults at home

### **What to praise:**

- Learning from mistakes, adapting to challenges and overcoming personal barriers to learning
- Effort and/or Achievement against a personal goal and Progress
- Improvement in work or behaviour
- Outstanding work or effort
- Consistency of work
- Positive attitude
- Particular helpfulness or consideration of others
- Showing Virtues that positively impact on learning and the Class/School

### **How to praise:**

- A word of encouragement
- A written comment on a piece of work
- Showing work to another educator, teacher, Deputy or Headteacher (as well as parents)
- Speaking personally to (or showing) parents/carers
- Telephone call home to parents/carers
- Writing to parents/carers including comments on annual reports
- Being given a special responsibility
- Sharing an achievement with the class or assembly or newsletter/website
- Work displayed
- Class reward - Dojos, Virtues Token, House Point, Book Bank Voucher

## Expectations for Adults Interacting with Children:

Do	Don't
Always look for examples of Positive Learning Behaviour	Look for trouble or be sarcastic
Praise, encourage, praise, encourage, whenever possible	Forget to praise and encourage
Value and respect what the children have to say	Undermine opinions and feelings
Reprimand the child's <i>behaviour</i>	Say the child <i>as a person</i> is at fault
Always remember that all children have feelings	Use sarcasm, ever
Listen in a calm way and make time for the children	Make them look stupid or ridicule them
Use reprimands and punishments as sparsely as possible	Continually tell children off or add names to naughty lists
Speak calmly at all times; a calm manner encourages a calm response	Shout (unless absolutely necessary) or over react
Ensure they can maintain self-respect	Confuse a child's personality with the behaviour
Be consistent and fair	Change the goal posts
Encourage the children to develop independence and encourage them to find their own solutions	Constantly do everything for the child without consideration
Constantly demonstrate a caring attitude	Ignore them or dismiss their ideas
Encourage the children to help and support one another	Let them put each other down
Always take a few seconds to think before tackling a difficult situation	Jump to conclusions
Reprimand in private whenever possible	Argue amongst yourselves or exhibit behaviour which we want to discourage in the children
As adults treat each other with consideration and respect	Humiliate a child in front of a group
Share concerns with a colleague and always be prepared to for help and advice	Bottle up worries
Ensure that there is a happy ending	Talk about children in front of them

## School Rules

***We are kind to each other.***

***We treat everyone and everything with respect.***

***We are positive about our learning and each other.***

All of our rules are made with safety and consideration of others in mind. All rules are discussed and agreed with the children.

The three rules are in place for ALL of the children and are shared with the children regularly. The rules are clearly displayed around the entire school both in and outside. The rules are discussed frequently with children in the context of Virtues and Restorative Justice.

The rules are in place so that your child can have the best access to education and to ensure that they thrive here at Pensans with the support of all adults.

## Rewards and Consequences

We aim to promote good relationships and learning behaviours throughout Pensans by giving children who display positive learning behaviours a high profile in school.

Rewards help to make children aware of their abilities and qualities and so build self esteem

### **Our School Rewards include:**

Praise

Class Dojo,

Star of the Week

Moving peg up

Virtues Tokens

House Points

Telephone call home

Postcard Home

Stickers

Certificates

Recognition in Celebration Assemblies

Mentions in Newsletters

Learners	Which enables	Which prevents
We are kind to each other	Children to thrive and develop self esteem and empathy and to focus on their learning	Bullying Being selfish Being rude or hurtful Annoying others Upsetting others Hurting Kicking Punching Pushing Shoving Hitting Spitting Snatching Talking out of turn Calling out
We treat everyone and everything with respect	Children to learn in a safe and well resourced environment	Damaging equipment Damaging other children's work Leaving doors open Running in the school Swearing Littering Kicking doors Banging doors and windows Throwing objects Interrupting each other Exclusions
We are positive about our learning and each other	Children to be in the right place at the right time doing the right thing. Children to achieve their potential and be absorbed in their learning	Spoiling other's enjoyment and learning Not showing learning potential Poor presentation Untidy books

Records of positive and/or negative learning behaviours will be kept. Where appropriate children will track their own behaviour using a Going for Gold Reward Plan.

All children with Behaviour Support Plans will have a communication passport that will be shared with appropriate staff.

Some parents and teachers may choose to share a Home/School Communication book.

Staff will always look to deal with and resolve issues in house and not immediately involve the parents/carers. However when a child needs to be given some time to reflect and resolve within internal exclusion the child's parents/carers will be informed.

At an appropriate time during or after a behaviour incident a member of staff will support the child through a process of reflection.

They will be look at:

What happened?

What were you thinking?

How were you feeling?

Who else was affected?

What is needed to make things better?

How can we move forward?

They will record the child's feelings whilst also looking to resolve the issue so that tomorrow becomes a fresh start. This will be recorded on a reflection sheet which will be collated by the Behaviour Leader and noted in the Conduct Section on Scholar Pack

Reflection Sheet (KS2 child to complete KS1 adult to complete)  
\* ONLY complete when the child has regained rationality



Name of child:

Date:

Who was involved?

What happened?

How did I feel at the time (Circle the number)?

Why did I feel like this?

0		Feeling like I'm going to explode I need help to calm down.
1		Feeling angry I need to calm down.
4		Feeling anxious - something is bothering me
7		Feeling fine - everything is okay!
10		Feeling happy - things are going well

How did I make others feel at the time? (circle the words)

Angry Scared Worried Frustrated Upset Threatened Relaxed Anxious Intimidated

Who do I owe an apology to and why?

How could I have done things differently?

I.....  
.....  
What is the consequence of my actions?  
.....  
.....

Signed (Child):

Signed (Adult)

Adult to complete (Reflect and Resolve)

What were the likely triggers that led to this incident?	
Can any of these triggers be removed?	
What can change tomorrow?	
How can we ensure that the child is able to access their learning tomorrow?	
What can teachers do to help the child achieve this?	



## **Transitions**

The most effective educators manage transitions well. Some basic examples of transitions are:

- Moving from carpet to other activities
- Moving between one learning experience and another
- Moving between rooms, venues, learning spaces
- Going out to an event/playtime
- Coming in from an event/playtime
- Moving to lunch
- Entering and exiting the class/learning space

Transitions and changes of activities can make people feel stressed and uneasy. Therefore All transitions between key learning experiences must be well planned and show an awareness of the child's individual needs. Learners will benefit from being given a clear warning or countdown to change ahead of time. Other strategies could include musical cues, visual timetables and/or timers.

## **Relationships, Positive Learning Behaviour and SEND**

Children with SEND will already have an IEP which will detail their goals and barriers to learning. All expectations around behaviour should take into account the IEP and be personalised in line with the individual child's needs. Teachers will personalise the delivery of expectations wherever necessary and may need to consider a Going for Gold reward plan. The SENCo and Behaviour Lead will also advise staff on how best to do this. Parents and carers should be invited to discuss this process so links can be made to routines and systems in the family home. Although children with SEN may require the expectations in behaviour and relationships to be communicated in a personalised way, the zones of behaviour remain in line with those of others. At all stages, the root of the behaviour and its trigger points or setting factors should always be explored in order to support the child to get back to demonstrating Positive Relationships and Learning Behaviours.

## **Recording and Reporting**

Behaviour incidents that occur can be recorded by ALL members of staff. Staff will record incidents on Scholar Pack, an online tracking system which allows us to share information regarding incidents quickly.

It is essential that all recording is a factual account that follows the 6 Restorative Justice questions.

When recording an incident it is important to ensure that all individuals involved have been heard and their comments noted using the Restorative Justice approach.

It is the responsibility of ALL members of staff to record incidents on the conduct tab and share information with appropriate colleagues.

Incidents are monitored by SLT and the Behaviour Lead and any patterns noted and support, guidance and professional pathways recommended if appropriate.

## **Classroom Rules**

Classroom rules are important as they provide the framework within which relationships can develop and grow in a positive way. They should be generally consistent between classes but may well vary based upon needs within each class. It is important that class rules are established in joint partnership with class teacher and children at the start of every year. These must then be referred to and reviewed throughout the year.

## The Zone of Proximal Learning

We encourage children to take ownership of their behaviour and relationships. In order to do this we train adults in managing, recognising and supporting children in showing their emotions appropriately. Children are guided and encouraged by the adults in school to develop strategies to regulate their emotions in order to always be 'In the Zone'.

Children and adults refer to the 'In the Zone' chart when gauging their behaviour (See below).

What Zone are they in? (The Zone of Proximal Learning)	0	1	2	3	4	5	6	7	8	9	★ 10 ★
Likely Behaviours are...	Complete loss of rationality Hurt staff Deliberately hurt other children Damage property	Serious Violent or Verbal Outbursts Over Excited Cross Annoyed Disengaged in their learning Deliberately disrupting their own and others learning			Worried Unsure Anxious Silly Behaviours Disrupting others Unfocussed on their task			Happy and Content Engaged in learning Able to follow instructions		Relaxed, Calm, Completely absorbed in their learning In the Zone Think for themselves and have a proactive approach to learning Sensational learning	
Teachers must focus on/ provide... (In order to change/ improve the behaviour)	Reflect & Resolve Personalised Plan (GFG) Seclusion Redesign Plan	Capture and share positive learning behaviour- Remind the child of the right choices and their positive behaviours. Deflection of negative behaviour (Distraction) Use strategies for calming- safe space, breathing, change the adult Reflect & Resolve Persevere- don't give up on the child						Promote Praise and Celebrate Continue to build on positive relationships. Push them in their learning. Maintain learning momentum Whole class praise- peer recognition			
People I will involve are...	SLT/ <del>Headteacher</del> Parents	Class Teacher (Carry out the consequence) Class TA (1:1 work out of class) Different adult (Class teacher/TA/Learning Mentor) SLT (Talk to the child- remind about school rules and expectations) Parents (Informed about the incidents)			Class Teacher (Take control- reminder of expectations/plan) Class TA- May need to work 1:1 to re-focus/ remind of the plan			Class Teacher (Praise and Recognise children's work)		Parents/Carers <del>Headteacher</del> /SLT Whole School (Assemblies)	

The Behaviour Tracker will be displayed and available in all classes and around the school.

The chart is a tool for both adults and children to use. Adults will refer to this when talking to a child about their behaviour and how this changes as part of the Restorative Justice process. Adults should place emphasis on zones 7-10 ensuring that they always seek to improve the child's level of behaviour (moving up through the zone).

## Severe Behaviour

Behaviour that is considered severe and is having a serious effect on learning and/or safety will immediately be brought to the attention of a senior member of staff.

Scale 0 - 1 Headteacher/Deputy Headteacher

Scale 2–3 Designated Adult. This will lead to parents being contacted and relevant consequences issued.

Consequences of severe behaviour will be in line with the school behaviour scale (see below). *This is in order from the bottom up.*

0 Internal Exclusion	SLT	A child will be internally excluded for a fixed period of time depending on the severity of the incident that occurred. This will range from 1 day to 3 days. Parents/Carers will be informed.
1 Internal Exclusion	SLT	A child will be internally excluded for a fixed period of time depending on the severity of the incident that occurred. This will range from 1/2 day to 1 day. Parents/Carers will be informed.
2 Miss break and Lunchtimes	SLT/Class Teacher	A child will spend their break and lunchtimes times in school with SLT/Class Teacher - this could range from 1 day to 1 week depending on the severity of the incident. Parents will be informed.
3 Miss Lunchtime	SLT/Class Teacher	A child will spend their lunchtimes times in school with SLT/Class Teacher - this could range from 1 day to 1 week depending on the severity of the incident. Parents will be informed.
4 Miss Break time	Class Teacher	A child will spend their time in school with the Class Teacher - this could range from 1 day to 1 week depending on the severity of the incident. Parents will be informed.
5 Time out in another class	Class Teacher/TA	A child will spend time in another class for 15 minutes reflection. Work will also be taken with them. The child will return to class after this.
6 Time out in class	Class Teacher/TA	A child will spend time in a designated 'Reflection Area' in class for 5 to 10 minutes before being invited to continue with the rest of the class.
Warning	Class Teacher/ TA	A child will be warned about their behaviour if they have broken a school rule more than once.
Reminder	Class Teacher/ TA	A child will be reminded of the behaviour expectations if they break a school rule.

### Behaviour Tracker

The Behaviour Tracker is displayed in every classroom. This is the consistent approach to supporting children's behaviour and relationships across the school. The tracker works as follows:

### Rules of the Behaviour Tracker

- I identify a colour or number that matches my emotions at the start and end of everyday
- Throughout the day I can move up and down the tracker.
- When I make a mistake my register number will be used to identify where I am on the Behaviour Tracker by the adult involved. I can put this right by doing the right things and moving back up the tracker.
- Any adult can move me on the tracker.

- If I go on red at all or have been on amber more than once in the day, my parents/carers will be contacted to let them know about my behaviour.
- If I remain on Blue at the end of the school day, the teacher will choose one or more child/children to take home a postcard to their parents telling them about their fantastic day.
- Adults may decide to move me on the tracker for reasons that are not listed on the 'What does each colour mean' chart.
- Class Teachers will record on Scholar Pack each time I have been on Red or Blue on the tracker and this information will be passed on to our Behaviour Lead.



**Pensans Behaviour Tracker -**  
**What does each colour mean?**

I go on blue when...

- I produce outstanding work
- I have worked my hardest and the adults around me recognise that I have made a great effort
- I have been a fantastic friend to others, helping out when I was needed
- I continue to make all of the right choices in my learning and behaviours
- I show care and consideration for others and my school

This is where I hope to start everyday. In order to stay here I have to do the following:

- Follow adults instructions and work hard.
- Behave well at all times towards all members of my school.
- Focus on my learning and manage any distractions.
- Be a good friend to others.
- Look after the school and everything in it.

I go on Amber when...

- I am feeling anxious... something is bothering me.
- I have been warned about my behaviour.
- I have been silly in class or on the playground.
- I have disrupted my own learning and other children's.
- I haven't followed an adults instructions when I was asked.
- I damage school property.
- I have been asked to spend time in another class

I go on red when...

- I continue to refuse to listen to adults instructions.
- I physically hurt a child or adult.
- I am deliberately rude or unkind to others.
- I continue to tell lies.
- I continue to disrupt my learning and that of others.
- I deliberately damage school property.
- I am sent to Ms Clay or Mrs Trow because of my behaviour

## Restraint

The use of restraint strategies should only ever be deployed in situations when children are in serious danger of hurting themselves, others or damaging the fabric of the building. See the *DfE's Behaviour and discipline in school: Advice for headteachers and school staff*. Before restraining children, all other strategies from this policy should be considered.

