



## **BUILDING POSITIVE RELATIONSHIPS POLICY**

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Person responsible for review	Headteacher
Signed by Chair of Governor	Mr J Stacey

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### 1. Policy Statement:

This policy sets out the high expectations of behaviour at Heathcote Primary School. We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.

This policy should be read alongside our Child Protection and Safeguarding Policy and any other relevant policies including:

- SEND policy
- Child-on Child abuse policy
- Positive Handling policy
- Anti-bullying policy which includes Anti-Cyber bullying
- Online safety policy
- Exclusions policy.

### 2. Introduction:

A primary aim of our school is that every member of the school community feels valued, 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 school's Building Positive Relationship policy is designed to support the way in which all members of the school can live and work together in a supportive way. We achieve this through:

- Our one school rule of RESPECT.
- Recognising that misbehaviour reveals missing skills in children and that to address these behaviours, a new skill needs to be taught.
- A carefully planned curriculum.
- Effective classroom management.
- Rewarding positive behaviour through a range of strategies from positive praise to Excellence Awards.
- Adult role-modelling.
- A consistent and non-judgmental script used to reinforce expectations and encourage positive choices (Appendix 1)
- Personalised Behaviour Plans (Appendix 2) and Personalised Behaviour Reports (Appendix 3)
- Support from outside agencies for children with additional needs.

### 3. Aims:

- To promote an environment in which everyone feels valued, respected, happy, safe and secure.
- To foster the belief that there are no 'bad students' just 'bad choices'.
- To promote good relationships, so that everyone can work together in an effective and considerate way and have awareness of how our behaviour impacts on ourselves and others.
- To encourage the partnership between home and school.
- To foster the emotional well-being of each child, including an ability to appropriately express feelings and emotions.

- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the community.

#### 4. Leadership and Management:

It is essential that all school leaders are proactive and positive in their interactions with students and staff. They must be highly visible and recognise the importance of promoting a strong behaviour culture with all stakeholders. School leaders should actively and assertively promote an environment where everyone feels safe and supported.

All new staff are inducted clearly into the school's behavioural expectations and are made aware of the importance of maintaining high standards when they join the school.

Messaging is repeated throughout the year to reinforce expectations of staff and their role in promoting routines, high expectations and managing student behaviour. Regular training for staff on behaviour is vital at all levels and is fully supported by school leaders. Staff are made aware of the national qualifications and developmental opportunities available to them and are encouraged and fully supported in accessing effective CPD.

Monitoring and evaluation are key to ensuring that all staff uphold behavioural expectations and that interventions can be swiftly put into place where staff require support. Leaders monitor teaching staff to evaluate the need for staff support, development and intervention. Early Career Teachers and Recently Qualified Teachers are supported by senior and specialist practitioners as part of their induction and development. Support packages are implemented for any member of staff as necessary.

The Senior Leadership Team, Inclusion Team and Safeguarding Team must ensure that they are aware of any students or groups of students who persistently misbehave, whose behaviour is not improving following low-level responses, or whose behaviour reflects a sudden change from previous patterns of behaviour. Data must be carefully analysed and appropriate interventions implemented and monitored and shared with the School Standards Committee.

#### 5. Roles and Responsibilities:

##### 5.1 Staff Responsibilities:

It is the responsibility of all staff to ensure that they are modelling expected behaviour, building positive relationships and dealing with incidents around the school.

- To have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- To ensure they follow the behaviour policy and use the language, script and steps agreed.
- To treat each child fairly and enforce the classroom code consistently.
- To treat all children in the school with respect and understanding.
- To cater for children's individual learning styles.
- To look for positive behaviour – make a point of “catching” them being good.
- To use positive body language and praise good learning and behaviour.
- To give warnings in a clear and calm way.

## 5.2 Children's Responsibilities:

All children are expected to:

- Follow the one school rule of RESPECT.
- Work to the best of their abilities and allow others to do the same.
- Take care of property and environment in and out of school.
- Co-operate with other children and adults.

The school council and house captains will play an important role in communicating and reviewing aspects of the Building Positive Relationships policy. Children expect staff to:

- Give them a 'fresh start' every day.
- Help them learn and feel confident
- Be just and fair

## 5.3 Parents' and Carers' Responsibilities:

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 expectations in the school prospectus and at 'Meet the Teacher' event. We expect parents and carers to read them to their children and 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.

If a member of school staff has concerns about a child's 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 an incident has been handled, they should initially contact the class teacher (or Headteacher if concerns are regarding the class teacher).

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

## 6. Classroom management:

Positive relationships, good classroom organisation and effective teaching methods are the key to promoting positive behaviour. The provision of a high-quality curriculum, well-pitched curriculum strongly influences good behaviour. The Heathcote Behaviour Stages system is used in order to promote positive behaviour choices. Our pupils and staff are able to confidently explain the steps and use them as a part of the daily routines.

A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

The following practical strategies are used to support and reinforce outstanding behaviour:

- Sharing the 'Building Positive Relationships Policy' with the children.
- Developing and maintaining clear and positive classroom expectations with the children and applying these consistently across the class whilst taking into account individual needs.
- Helping learners take control over their feelings and behaviour and be responsible for the consequences of them (taught through Colour Monsters - Appendix 4)
- Referring regularly to these rules in order to reinforce them and to correct inappropriate behaviour.
- Promoting an enriched curriculum with opportunities for all.
- Actively noticing behaviours to praise. So often a child with overt behavioural presentations only gains attention by being disruptive. Making a positive effort to find something to reinforce, will develop the child's repertoire of positive behaviour.
- Reinforcing positive behaviours in another child rather than drawing attention to negative behaviours *e.g. rather than saying "Stop talking" try saying "look how well .... and .... are lining up quietly by facing forward and being silent"*.
- Promoting the use of *"stop it please"* and reminding children of our one word school rule of RESPECT.

Principles to apply when managing children's behaviour:

- Keep calm and positive.
- Keep your voice low as much as possible, we are a **no shouting school**.
- Serious or unresolved concerns should be discussed as outlined in the Heathcote Behaviour Stages table.
- Record keeping, in line with the Heathcote Behaviour Stages table.
- Informally involve parents at an early stage to make them aware of concerns.
- Do not label the child with the behaviour.
- Be positive in the way that you work with the child.
- All adults in school are responsible for promoting positive behaviour and must reinforce our behaviour expectations.
- Be consistent whilst taking into account each child's individual needs.

We reinforce good behaviour choices through positive praise and many rewards such as:

- Excellence Awards (fortnight celebration assemblies, alternating Key Stage)
- 'Dojo points'.
- House Points

6.1 Behaviour Step system (appendix 5):

How the Stepped System works:

1. All children start the day on no colour.
2. If their behaviour falls below expectations, they will receive a verbal warning (Stop it please!) and be put onto Green. Depending on the behaviour exhibited, a pupil may not be put on Green immediately. If they turn their behaviour around, they can come off Green and back to no colour.
3. If their behaviour continues to fall below expectations, the pupil will move to Blue. At this point, the teacher will note their name on a post-it, letting the child know that they will be looking out for positive behaviour (described clearly) from them. The pupil can move back to Green if their behaviour improves, and potentially back to no colour if they continue to make good choices.
4. If their behaviour continues to fall below expectations, they will move to Yellow. Once on Yellow, the pupil will receive a logical consequence. If they move to Yellow twice in a week, a phone call home will be made by the class teacher to inform parents.
5. If a pupil's behaviour continues to fall below expectations, they will move onto Red. Appendix 6, Heathcote Behaviour Stages, outlines the different approaches taken to address behaviour that may fall into the 'red' category.

The stepped approach is used to address low-level behaviours (Stage 1 and 2). Where behaviours escalated to Stages 3 and above, the responses in the Heathcote Behaviour Stages table should be used.

Some pupils with additional needs have Personalised Behaviour Plans in order to ensure all staff use the personalised techniques in order to deescalate behaviour choices (see appendix 6). These Behaviour Plans provide specialist support and supersede the universal approach outlined above.

## 6. Class Meetings

All classes have weekly Class Meetings. During this time, the teacher facilitates a reflective discussion about what is working well in the class and what could be done to improve. These discussions follow the PEACE process. The aim of the meeting is to progressively improve the experiences of children through a collaborative forum. Meetings are focused on developing positive relationships, accountability and team responsibility.

## P.E.A.C.E Process



- The P.E.A.C.E Process is the Conscious Discipline tool used to help solve chronic problems in Your Family Meetings:
- Problem: "I've noticed \_\_\_\_\_. It's a problem for me because\_\_\_\_\_."
- Explore: "Has anyone else noticed this? Is it a problem for you?"
- Alternatives: "So the problem is \_\_\_\_\_." Reframe the problem to focus on the action you want to see and relate it to safety if possible. (Instead of saying, "The problem is grabbing and hitting," you would restate the problem as, "So the problem is that we're having a hard time remembering to ask for a turn. What could we do differently?")
- Consensus: "As family, we will: \_\_\_\_\_."
- Evaluate: How will we know the problem is solved?

### 7. Inclusion:

We recognise that for a small number of children a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. There may be an individual behaviour plan agreed between the pupil, staff and parents which may involve some time spent in a nurture provision where the child can complete their class work in a quieter provision.

There may be times when a personalised curriculum is an appropriate way forward, which will be delivered by the child's teacher and teaching assistants. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist. Further information can be found in our SEND policy.

### 8. Suspensions and permanent exclusions:

We do not wish to suspend any child from school. However extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Other measures that may be considered for persistent disruptive or unsafe behaviour include managed move and off-site direction. Examples of extreme inappropriate behaviour that could lead to a suspension include:

- purposely injuring a member of staff
- purposely injuring another child
- purposely damaging school property
- repeated abusive language
- racist and discriminatory language
- persistently causing disruption or distress to the school community

Further information can be found in our exclusions policy.

#### 8a. Reintegration from Suspension:

When a child has received a suspension, they and a parent or guardian will be required to attend a



reintegration meeting with a member of the Senior Leadership or Safeguarding Team. Within this meeting, events leading to the suspension and ongoing expectations will be discussed. The current provision around the child at school will be reviewed and SMART targets for child, family and school will be identified and recorded (appendix 7).

## 9. Child on Child Abuse and Cyber Bullying

(To be read in line with our Child on Child Abuse and Anti-Bullying policies)

The school actively seeks to raise awareness of and prevent all forms of child-on-child 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 child-on-child abuse are handled sensitively, appropriately and promptly following the school's policy. We recognise that child-on-child abuse can take an online form and advise pupils and parents about how to stay safe online via our online safety policy. Any concerns should be taken to a member of DSL team who will follow safeguarding procedures ensuring the safety of the child/ all children affected.

## 10. Recording, monitoring and evaluating behaviour

Significant misbehaviour in school will be according to the Heathcote Behaviour Stages document. Pupils may also be required to complete a 'Child's Statement' to build part of the picture of evidence. Members of staff should record incidents on CPOMS as per the Behaviour Stages document. Progress towards individual targets will be recorded on individual behaviour/education plans. The Senior Leadership Team 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.

## 11. Searching and Confiscation

The school adheres to the DFE Guidance for [Searching, Screening and Confiscation](#).

## 12. Banned Items

Below is a list of items that are banned from the school site and for which a search can be made:

- Illegal drugs and 'legal highs'
- Cigarettes/tobacco and anything associated with smoking
- Lighters/matches
- Vapes
- Knives or weapons
- Alcohol
- Energy drinks
- Chewing gum
- Stink bombs
- Ropes and cable ties
- Solvents
- Offensive materials – racist/homophobic/pornographic/extremist
- Any item that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury or damage to property

## 13. Mobile Phone Use for Pupils

Wherever possible, pupils should not bring their phone to school. If a child in Year 6 needs their phone, because they are walking to or from school alone, then it must be switched off within the school gates and handed to the class teacher who will lock them away for the duration of the day. Mobile phone must NOT be left in bags or lockers.

Mobile phones that are brought onto site are the responsibility of the owner and the school takes no responsibility for damage or loss of a device.

## Appendix 1

### 30-Second Script 'Stop it please'

'I noticed you are'... (wandering around the classroom instead of completing your work)

'I wonder if you are feeling ... I will give you space when you are ready we can talk.'







'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)

## Appendix 2

Personal Intervention Plan

	 Preventing the triggers	 Spotting the triggers	 Prevention	 Crisis Phase	 Recovery Phase	 Repairing the relationship
The Child <i>-How they look</i> <i>-What they say</i> <i>-What they do</i>	~Smiley ~Responds well to conversation – interacts ~Asks to contribute or share ~Responds well to direction Enjoys colouring	~Says 'I feel angry' or 'I feel sad' or 'I am too hot' ~Displays some early angry or sad behaviour (for a reaction)	~Screaming ~Running in classroom ~Slamming doors and windows ~Shouting threats to others	~Physical – hitting, kicking, punching, scratching, headbutting, using objects as weapons <b>towards adults</b>	~"All you needed to do was XXX and I would have stopped" ~Tired quite quickly ~Hot and thirsty ~Sometimes says he feels sad or wants his mum	~Acknowledges by saying sorry, but when he is ready ~Unable to say what the sorry is for because we 'already know'
Adult responses <i>-What they say</i> <i>-What they do</i> <i>-What strategies are used</i>	~Colour monster ~Lots of praise ~Earning stickers ~Reinforcing 'good choices' and recognising these ~Shoes off, socks on ~Offers of food and water ~Water play	~Wondering aloud ~Reminding about good choices ~Offer safe space (Den or outside area) ~Offer food/drink ~Sensory box ~When starting to escalate, change of face	~Distract – quick grab of attention ~When distraction not working – either he or class is removed (outdoor area/hall) <b>~No longer offer or reminder of choices (gets him more angry)</b>	~Keep ourselves safe by leaving the area, but still monitoring ~Wait for him to settle down, having released his physical outbursts	~Get him a drink ~Take off jumper, shoes and socks (if these are on) ~Show we understand that he felt angry – empathise with the emotion	~Encourage to say sorry when he is ready ~Don't expect him to say why he is apologising ~Fill in colour monster with him and talk about how and why he got to that point

## Appendix 3

### Behaviour Report Card

My name is:|

Targets:

- 1.
- 2.
- 3.



	Before break	Break	After Break	Lunchtime	Afternoon	Total	Signed
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Total for the week							


I need \_\_\_\_\_ smiley faces by the end of the week to receive my reward time choice of \_\_\_\_\_


## Appendix 4

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 5

### Staff procedures

	<p><b><u>Green</u></b> <i>(Stage 1 or 2 behaviour)</i></p> <p>Quick verbal warning to remind of and model better choices.</p> <p>Children can turn this around and come off green.</p>
	<p><b><u>Blue</u></b> <i>(Repeated Stage 1 or 2 behaviour)</i></p> <p>Name written on a chart on the teacher's desk.</p> <p>Children can turn this around and go back to green.</p>
	<p><b><u>Yellow</u></b> <i>(Repeated Stage 1 or 2 behaviour )</i></p> <p>If a child receives yellow, keep a tally on your behaviour chart (not visible to the whole class).</p> <p>Implement logical consequence.</p> <p>If a child receives yellow <b>twice in a week</b>, inform their parents/carers about their behaviour.</p>
	<p><b><u>Red</u></b> <i>(Stage 3 or above behaviour)</i></p> <p>Follow outlined responses as detailed in the <b><u>Heathcote Behaviour Stages</u></b> table.</p>

## Heathcote Behaviour Stages

**NOTE:** these stages are designed to give guidance and clarity with regards to addressing and supporting behaviour. It should be read with the section on Inclusion which acknowledges that some children require individual behaviour plans targeted to their individual needs which supersede the stages below.

Behaviour	Responsibility	Responses may include:	Evidence Collected
<b>Stage 1</b>  <b>May include:</b> Calling out or interrupting the teacher making silly noises or faces getting out of seat in class causing distraction or disturbance rudeness/teasing/name calling avoiding learning task not following adult instructions Incorrect uniform lack of PE kit	Adult with child to address this behaviour.	Stepped colour system is used.  Staff member to remind child of class rules and expectations, use praise and encouragement.  Highlight specifically what behaviour is expected.  Ignore inappropriate behaviour, drawing attention to those who are making positive choices.  Use distraction and diversion.  Discretely have conversation with child, being specific about the behaviour that is expected to be seen.	Dojo reports every half term
<b>Stage 2</b>  <b>May include:</b> Swearing Throwing objects Hurting someone Consistently not completing tasks set Damaging equipment	Class teacher to address this behaviour.	Stepped colour system is used.  Wherever possible, a 'logical consequence' should be applied. This is a consequence that relates directly to the behaviour or impact of the behaviour (e.g. a child has drawn on the wall – they spend their own time to clean it off. If they hurt someone during play, they are not allowed to play).	Begin ABC chart.  Reports, sticker charts completed.
<b>Stage 3</b>  <b>May include:</b> Repeated medium level disruption, plus: repeated name calling inappropriate language	Class teacher to report this behaviour DHT/AHT and seek	Loss of privileges (where applicable).  Meeting with pupil and phonecall to parents by class teacher.	Complete ABC chart  Minutes from meeting with parents  Completed Behaviour

<p>on-line peer on peer abuse repeated refusal to work/follow instructions swearing repeatedly at other children inappropriate use of technology leaving the classroom without permission.</p>	<p>behaviour support from Inclusion Team.</p>	<p>Restorative conversation with involved parties – can be supported by SLT/behaviour support.</p> <p>‘Plan B’ assessment implemented using ASUP documentation.</p> <p>Repeated behaviour meeting with parents – led by a member of the Inclusion Team.</p> <p>Child may be supported with Behaviour Report to identify and breakdown challenging behaviours as well as rewards and incentives.</p>	<p>Report – if applicable.</p>
<p><b>Stage 4</b></p> <p><b>May include:</b> Repeated high level disruption, plus: deliberately breaking school/other people’s property through violent outburst deliberately hurting someone fighting repeated online peer on peer abuse vandalism running out of school putting themselves or others in danger.</p>	<p>Class teacher to report this behaviour DHT/AHT and seek behaviour support from Inclusion Team.</p> <p>Report incident to Headteacher</p>	<p>Removal to DHT/AHT.</p> <p>‘Plan B’ assessment implemented using ASUP documentation.</p> <p>Formal meeting with parent, class teacher and DHT/AHT.</p> <p>Child supported with Behaviour Report to identify and breakdown challenging behaviours as well as rewards and incentives.</p> <p>Restorative conversation with self-reflection opportunity for the child.</p>	<p>Complete ABC chart.</p> <p>CPOMS completed.</p> <p>Completed Behaviour Report card.</p> <p>Minutes from meeting with parent.</p>
<p><b>Stage 5</b></p> <p><b>May include:</b> Repeated/persistent serious level disruption, plus: Persistent racist/name calling Bullying throwing objects with intention at staff verbal abuse/aggression towards staff or pupils stealing serious vandalism of school property or repeated incidents of damage to school property</p>	<p>Headteacher</p>	<p>Removal to Headteacher.</p> <p>Internal exclusion.</p> <p>Formal meetings with parents, pupil, senior staff and outside agencies.</p> <p>Fixed period exclusions.</p> <p>Part time timetable.</p> <p>Permanent exclusion as a last resort.</p> <p>Specialist intervention.</p>	<p>Complete ABC chart and share with parents.</p> <p>Fixed term exclusion documents.</p> <p>CPOMS completed</p>



## Appendix 7



### Reintegration Meeting

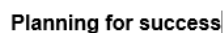
<b>Date of reintegration meeting:</b>		
<b>Present at meeting:</b>		
<b>Pupil details</b>		
<b>Name:</b>	<b>Year group:</b>	<b>Current support around the pupil:</b> <i>e.g. EHAP, NDS team, OT, etc</i>
<b>Suspension details</b>		
<b>Date of suspension:</b>	<b>Date of return to school:</b>	<b>Number of days suspended:</b>
<b>Reason for suspension</b> <i>A brief summary of behaviour which led to the suspension and reference to the rule/policy. Include detail about the impact on others.</i>		
<b>What have we learnt from this and what can we change?</b> <i>This needs to take account of what happened, what should have happened and the impact on others. It is an opportunity to identify triggers/hotspots so changes can be made to prevent similar behaviours reoccurring.</i>		
<b>Previous suspensions</b>		
<b>Total number of days suspended this academic year:</b>		



### Understanding needs and strengths

Ask the pupil what they want to get out of the reintegration process and agree on this together. Ask questions to establish whether there's an unmet need that your school can offer support for (Roots and Fruits tool can be useful here). For example: What makes you worry in school/at home? How do you feel about the support you're receiving? Who do you talk to when you're feeling upset or angry? What support did you find helpful when you were away from school? Pupil view can be collected outside of this meeting if more appropriate then incorporated into the plan.

<b>What is going well at school?</b>
<i>What strengths and interests does the pupil have? What works – examples of success? What motivates – at home and at school?</i>
<b>What is not working well at school?</b>
<b>Needs</b>
<i>What needs / factors are impacting behaviours at school?</i>
<b>Hopes for the future at school</b>



Further actions	
Have the family been signposted to support if necessary? Y / N <i>(add details)</i>	Have any safeguarding concerns been raised that require follow up actions? Y / N <i>(add details)</i>

Additional comments		
Pupil:	Family:	School:
Signed: _____	Signed: _____	Signed: _____