



# POSITIVE BEHAVIOUR AND RELATIONSHIPS POLICY

Ben Rhydding Primary School

## Document history

<b>Policy document:</b>	Positive Behaviour and Relationships Policy
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<b>Lead member of staff:</b>	Peter Timms, Head teacher
<b>Lead governor:</b>	Nick Crannigan
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## Writing of this Policy

This policy was written in conjunction with Miss Stead, National Professional Qualification in Leading Behaviour and a small working group of pupils at Ben Rhydding ranging from Year 3 to Year 6.

## Aims

### 1. A Behaviour Curriculum

Developing positive behaviours in schools, alongside safeguarding pupils is fundamental to securing meaningful school improvement. The following extracts from 'Behaviour in Schools Feb 2024' (DFE) states the following:

*'The behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to pupils, staff, and parents and carers'*

#### **Leaders should ensure:**

*a) the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment*

*b) school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;*

*c) measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;*

*d) pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour*

*e) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully*

*f) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.*

Governors and leaders should refer to the Ofsted Handbook, 'Behaviour Discipline in Schools: Guidance for Governing Bodies 2015', 'Improving Behaviour in Schools 2018' (Education Endowment Foundation) and 'Behaviour in Schools Feb 2024' (DFE) when assessing and evaluating the quality of behaviour in a school.

The essence of the policy is mutual trust and confidence in the shared goals of good behaviour, together with an understanding and acceptance of the rights and responsibilities of everyone in the school community.

## **2. School Ethos**

Our aim at Ben Rhydding Primary School, is to create an environment where children can excel in their learning, contribute to their community and become independent and empathetic young people. We want our school culture to be underpinned by caring relationships between staff, pupils and parents; working in partnership to build our learning community. The vision for our school is to develop a curriculum which is both challenging and inclusive, that promotes deep thinking yet supports all learners to succeed. We aim to build an environment where everyone's learning, from pupils to teachers, is valued and where we take time to reflect, evaluate and celebrate what we do.

## **3. Community Wellness**

We believe securing good behaviour requires starts with considering the whole environment in which a child is situated and that when considering the individual wellbeing of a child, the 'contextual wellbeing' of the school must be taken in account. This can be summarised by Dr Helen Street (2018) when she says *'ultimately lasting wellbeing and happiness have far less to do with any aspect of individual functioning than we might like to think and far more to do with the spaces between us'*.

It is best summarised by our statement of intent below.

### Statement of Intent for Well-Being Across Our School Community

Our aspiration is to cultivate a nurturing environment at Ben Rhydding Primary School, dedicated to the holistic wellbeing of our students, parents and staff. We want a supportive community that values mental health, providing resources, open communication channels, and creating a safe space where everyone feels heard and understood. Together, we strive to build resilience, enrich positive relationships, and prioritize the mental health of all, ensuring a thriving and inclusive community.

Our school champions 'community wellness,' recognizing the significance of every individual. We actively promote an inclusive atmosphere where all members, including pupils, parents, and staff, are not only valued but also feel valued. This emphasis on fostering a sense of

belonging contributes to the overall well-being of our community, creating an environment where everyone can grow and flourish.

A **quartet of policies**, working in unison, seeks to ensure the good school community can best facilitate good to outstanding behaviour and these include:

- i. Pupil Wellbeing Policy
- ii. Positive Behaviour Policy
- iii. Staff Wellbeing Policy
- iv. Implementation Policy

#### **4. Linked Policies**

As well as the quartet of policies supporting behaviour, the following policies also support the implementation of good behaviour in school:

- i. Safeguarding and Child Protection Policy
- ii. Teaching and Learning Policy
- iii. Attendance Policy
- iv. SEND Policy

#### **5. Our Values**

*‘A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties’ Behaviour in Schools Feb 2024*

##### **i. Learning Values: Value Driven Curriculum**

Our curriculum is centred around 8 learning values which are central to building the rest of our curriculum. These values are:

- Listening
- Curiosity
- Patience
- Courage
- Imagination
- Collaboration
- Empathy

- Responsibility

These values are enacted through staff and pupil interactions, staff and parent interactions and pupil to pupil interactions and celebrated as part of classroom and whole school events, reinforcing their importance.

As a value- based school we seek to develop the quality of the following characteristics:

- Wellbeing
- Ethical Leadership
- Behaviour and Relationships
- Teaching and Learning
- Reflection
- Values into Action

## ii. World Centred Education

Our curriculum puts the personal development of pupils in the world at its centre; rather than being child centred or curriculum centred, it seeks to provide a context where pupils engage with the wider world and are given the tools to reshape it in the future. This emphasis is characterised by three questions and is supported by a golden triangle of relationships within school:



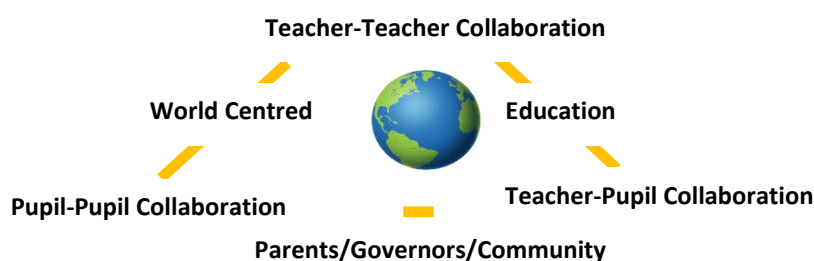
These questions are communicated to pupils through assemblies and through our digital portfolios which move with the children through school.

### iii. Golden Triangle of Relationships

Nurturing relationships is a key element of ensuring good behaviour in schools.

The success of the behaviour curriculum depends on the explicit focus on developing three different elements of school relationships: teacher-teacher collaboration. Pupil-pupil collaboration and teacher-pupil collaboration (see Fig 1).

- *Teacher-Teacher Collaboration*
- *Pupil-Pupil Collaboration*
- *Teacher-Pupil Collaboration.*



## 6. School Rules, Norms and Personal Development

**“there [is] no hollow note, every interaction every day with every pupil [and every staff member] needs to be reinforcing” (Thompson and Sparkes, 2020).**

Ben Rhydding Primary School believes it is not just the role of the school to manage behaviour but to teach learning behaviours; teaching learning behaviours has a direct impact on academic achievement and social and emotional learning. Promoting positive behaviour is more than just following rules; it is about promoting social norms which children are encouraged to adopt. Key principles for encouraging good behaviour are:

- Communicating clear expectations
- Establishing and reinforcing routines
- Teaching model behaviours
- Motivating pupils to reach high expectations
- Building relationships
- Tackling bullying and prioritising safeguarding

## **i. Developing Thinking Classrooms**

In line with our three big questions, we want pupils to understand their place in the world and have the skills and desire to help shape the wider world. To do this, we aim to develop pupils who not only 'behave' in school but develop the ability to think for themselves and regulate their own behaviour. Furthermore, part of our Teaching and Learning Policy has 'Making Thinking Visible' as a key element for teaching. To do this we employ a variety of strategies in school which include:

- Teaching Philosophy for Children in KS1 and KS2 which enables children to generate a question for thinking, which rather than having an answer provides the opportunity for deep discussion and reciprocal and respectful conversations about the question as a whole class.
- Modelling of thinking by teachers which includes sharing mistakes, talking through a thinking process in front of the class and drawing pupils attention to how learning values are seen and supported in the classroom and providing opportunities for pupils to reflect on how they learn.
- Planning sequences of work that scaffold learning so independence is increased and less support is needed from adults in the classroom, including ensuring desirable difficulties give children the opportunity to overcome challenge in their learning

## **ii. Ethic of Everybody and Pupil Leadership**

As a school we promote an 'ethic of everybody' meaning everyone should be involved in making the school a safe and happy place and be able to contribute to making it that way. We have a series of initiatives to achieve this:

- 1) Movement around school should be in single file, with pupils keeping to the left and remain silent walking around the corridors.
- 2) Positive modelling of behaviour by staff at all times; this includes positive practice so that when a child shows unwanted behaviours, good behaviours are modelled to them. It also includes positive regard, such as acknowledging a good behaviour or thanking a pupil for demonstrating a learning value



- 3) Learning Values are woven into teaching and learning and school life and are referred to staff when reinforcing a positive behaviour as an individual or as a collective.
- 4) A number of assemblies reinforce positive behaviours across the school and encourage pupil leadership. Inspiration Assemblies reference the life of a famous person and values they have shown and Voice Assemblies invite pupils to make their voices heard and share their views on a theme or question.
- 5) Every child in the school from Year 1-6 is in School Council. The Year 6, as part of leadership development, lead discussions with groups of pupils across school to get feedback on elements of school life. This is fed back to the Headteacher.
- 6) School Ambassadors are groups of Year 6 children who lead school tours for visitors giving them leadership opportunities and enhancing the positive ethos of the school.
- 7) Other leadership roles across school include:
  - Digital Leaders – Class representatives collect and return Ipads
  - Library Ambassadors – Class representatives maintain library.
  - Junior Leaders- Year 6 help at lunchtime in the dining room and KS1 playground

### **iii. Inclusive Classroom Environments**

We use a range of strategies within our classroom to ensure our classrooms are inclusive.

- ‘Going for Gold’ Traffic Light System - This system is used in all classrooms from Reception to Year 6. Children’s individual name cards or pictures are displayed on green at the start of each day. The children aim for gold each day (Gold, silver, green, amber, red). Their achievements can be related to learning, positive contributions or making a difference to the classroom community/climate and where they have shown one of the 8 learning values of the school.
- Every child at the beginning of the day starts on green with the aim being to get to gold by the end of the day (Gold, silver, green, amber, red). Should a child reach gold they will be rewarded with a gold star worth 10 points and silver is worth 5 house points.

The number of points for each house is counted up across the school every week and weekly totals are shared in assemblies. At the end of the school year, the house points

are added up and each House gets a reward proportionate to the level of points accumulated.

- Pupils with SEND- We recognise that behaviour can reflect an educational need. When concerns are significant the SENCO would be asked to evaluate the case and seek additional support for a child, where appropriate. The needs of the child, the other pupils in the class and the staff will be taken into consideration. Pupils may require specific behaviour strategies or an agreed Individual Behaviour Plan. (Please also refer to SEND Policy).
- Super Improvers- We recognise improvement and progress by rewarding the children with a super improver sticker. Over the course of the school year, children progress up a ladder to become a 'living legend'.
- Positive Reinforcement- Positive behaviour strategies are very effective and there are a number of successful characteristics that underpin and support the approach we employ at Ben Rhydding. We are clear and specific about the behaviour we want to see, notice and affirm good behaviour when it occurs informally and formally and support pupils who have difficulty in experiencing success.
- Good Classroom Behaviour Letter-. It is equally important, after a pupil has made poor choices which may have resulted in a Playground Letter or Red Letter that they are given every opportunity to show a change in attitude and approach in school; where this is evident, it should be followed a week or so later with a 'Good Learning Letter' reaffirming the positive behaviour.
- Zones of Regulation- If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice which we teach through The Zones of Regulation. The Zones of Regulation organizes our feelings, states of alertness and energy levels into four coloured Zones – Blue, Green, Yellow and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. KS1 and KS2 classrooms has a Zones of Regulation display and coloured pots with the children's names on individual lollipop sticks that they are able to freely move into the zone they are feeling. Reception children refer to the colour monster book to express their feelings.

#### **iv. Whole School Rewards**

It is important that positive behaviour is reinforced so pupils are encouraged to maintain these behaviours. One way is through positive rewards; these wherever possible are linked to elements of learning and hard work. It makes explicit that positive behaviour is rewarded for children experiencing meaningful success and attributed to their efforts which leads to an inner motivation to behave well - rather than just external motivation through being given stickers etc. Some of the whole school rewards include:

- Wow Work – Pupils learning in books is recognised through a certificate in assembly.
- House Points – Pupils collect House Points which is linked to the Traffic Light System. Each child belongs to a House: Wharfe, Aire, Nidd or Swale.
- Caretakers Award – Pupils are rewarded 10 minute extra break for keeping their classroom tidy
- Learning Hero – Each week a Learning Hero is chosen by each class who best represents the learning values in action.
- Raffle Tickets – These are given out in the dining room to reward pupils who eat sensibly and quietly and finish all their food.
- House Day Reward – At the end of the year the house points are collated and each House is given a reward through an enrichment experience. Each term the winning house come dressed in non-uniform for one day.

#### **v. Family and Community Engagement**

Another way we support positive behaviour is to encourage parents and the community to be involved in school life and reinforcing the same messages at home. By involving parents, parents and staff can work together to mirror the same strategies and pupils feel like parents are invested in their learning at school, leading to positive engagement. We do this through:

- Parent Workshops and Autism/SEND Network Meetings
- Coffee Mornings for Parents to meet Leadership Team
- Open Classrooms – parents take part in learning alongside pupils.
- Home Learning Gallery – parents visit exhibitions of their child's home learning
- Celebration Assembly – parents are invited to attend Celebration Assemblies where learning heroes have been nominated by their class.

### **7. Responding to poor behaviour and monitoring**

Consistency and coherence across the whole school is key to encouraging and maintaining positive behaviour.

This positive behaviour policy does not require everybody to adopt exactly the same strategies, providing that those used by each member of staff support an appropriate level of consensus and consistency. Various strategies will be used to recognise, reinforce and support positive behaviour, constituting our 'reward systems.' Before adopting a strategy staff must ensure that it conforms to the following principles:

- Ensure that all rewards and sanctions are consistent and fair.
- It is not too intrusive and does not disrupt day-to-day classroom activities
- It is not unnecessarily complicated
- It rewards positive behaviour
- Most rewards are not tangible, but are to do with affirming responses
- Rewards are only effective if the majority of pupils are getting them

There are whole school systems to manage behaviour and to respond when behaviour deteriorates or when poor choices are made by pupils.

### **Deescalating poor behaviour and positive intervention**

Most instances of poor behaviour will be dealt with by the Class Teacher quietly and professionally according to the guidelines of this policy.

It is recognised as important that a child who has been behaving badly is taken to one side to discuss the behaviour and is not 'told off' in front of the class.

It is recognised that individual children should not be labelled as inherently bad or poorly behaved. Teachers will try to heal any breach in the normally good relationship between teacher and child as soon as possible.

The emphasis will be on the positive of recognising good behaviour rather than the negative of highlighting bad behaviour.

It is impossible to produce lists of all occurrences that promote or contravene the principles set out in the table of rights and responsibilities.

Teachers should reaffirm the schools learning values, reference the 3 questions and remind them of their own class rules when seeking to resolve the problem.

As with matters relating to rewards, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower all staff in our mutual desire to create a just, safe and happy learning environment.

When dealing with inappropriate behaviour, staff should follow these three over-riding rules:

- Be calm – children should be spoken to calmly and firmly referring to what sanction may be needed and why the action is being taken.
- Logical consequences - These generally have two steps. The first step is to stop the misbehaviour. The second step is to provide an action that reminds children of the rules, reinstates the limits, and teaches alternative behaviours.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

### **Red Letters**

Where children have had more than one reminders about their choices, pupils should be moved down the traffic light system (initially to orange) and if the behaviour continues, after sufficient warning, proceed to red.

The child will be removed from class and be asked to speak to the Headteacher, or senior leader if the Head is unavailable.

After reminders of behaviour expectations and reference to the schools learning values, the child should be given an opportunity to repair relationships with adults and/or other children.

At the Head's discretion, a longer period of reflection time out of class may be warranted.

The child will then return to class and given the opportunity to get work back up the Traffic Lights. Should this not be achieved a Red Letter will be issued by the Head to parents.

A parent signed copy should be returned the next day and the pupil will miss an allotted amount of time from their routine (breaktime).

If a child receives 3 or more Red Letters in an academic year, a meeting with the Head will be arranged.

### **Playground Letters**

If children show poor choices outside at lunchtime, they will be written in the playground book. If there are more than 3 incidents in a term then the pupil's parents will be informed through a Playground Letter.

### **Exclusion**

Internal exclusion can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of the SLT whether a pupil needs to be isolated, when, where and for how long.

Pupils need to be sent with their work to complete and their parents are to be informed as soon as possible and no later than the end of the school day.

Longer term internal exclusion will be used in discussion with parents where a child may be at risk of a fixed-term exclusion and requires time to reflect on their behaviours. The SLT will ensure where and when this will take place and ensure the provision for the pupil during the day.

Exclusion for serious incidents of negative behaviour where there may have been or is likely to be significant harm or risk to pupils or staff. The school reserves the right to fixed term exclude any pupil without using the above consequence process. The process for dealing with incidents of serious negative behaviour leading to exclusion will follow the Bradford LA guidelines and exclusions will only be carried out by the HT or a member of the SLT deputising for the HT.

## **8. Safeguarding Pupils**

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Ben Rhydding Primary School expects every member of the school community to behave in a considerate and fair way towards others. To encourage good behaviour and anti-discrimination we have decided to implement the following procedures, rewards and sanctions, which have been agreed by the Governors.

- The school will promote an ethos of respect and encourage children to feel confident to speak out if they feel that they are victims.
- The children must know that they can approach any member of staff
- That the school will not tolerate bullying or discrimination.

### **i. Safer Handling**

At times, for various reasons, events could occur when it is necessary for staff to intervene to diffuse potentially serious incidents. This could include the need for the Physical Restraint of children by members of staff for their own safety or the safety of others.

At all times the minimum amount of restraint will be employed to diffuse the situation and the objective will be to calm any tensions which may arise and restore good order to the school. All such incidents will be reported to the Head teacher and logged onto CPOMS.

### **ii. CPOMS**

CPOMS is to be used by all staff to log behaviour and safeguarding concerns and observation before then raising any immediate safeguarding concerns with a DSL as soon as possible. This allows swift follow up of concerns and also allows the safeguarding team to track cases and analyse patterns of behaviour and concern.

### **iii. Child on Child Abuse**

If there are any reports of child-on-child abuse, including sexual violence, offline or online, schools should follow the guidance as detailed in Chapter 5 of Keeping Children Safe in Education and in line with the Safeguarding and Child Protection Policy. All staff should model, without fail, high standards of conduct between teachers, parents and pupils; they should encourage dignified and respectful relationships at all times in line with Staff Code of Conduct.

### **iv. Mobile Phones**

Under no circumstances are mobile phones or smartwatch technology to be used during school time in line with 'Behaviour in Schools' guidance. Mobile phones are prohibited in all year groups, with the exception of Year 5 and 6 where a parent has expressed the intention for a child to walk to or from school, safeguarding pupils in the process. This is with the understanding all phones are to be stored in the school office and switched off upon entering the school.

### **v. Online Safety**

Online Safety is an important element of the schools Safeguarding and Child Protection Policy. All children should feel safe at school and at home, and in the online and offline world. With this in mind, any concerns regarding online behaviour should be raised by parents and teachers as soon as possible. Behaviour In Schools Feb 2024 outlines its importance:

*'Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.'* Behaviour in Schools (2024)

## **9. Responsibilities for Positive Behaviour and Induction**

Every member of the school community has a role to play in shaping the school culture to support good and outstanding behaviours.

The following responsibilities are based on national guidance and some of them were generated through the pupil working group for behaviour, ensuring we have captured pupil voice in outlining these commitments.

### **i. Leadership Responsibilities**

- Induct all new staff into the school expectations of whole school culture, staff conduct and safeguarding responsibilities
- Responsive to behaviour concerns raised by parents, pupils and staff
- Ensure ongoing training to meet the demands of behaviours in school, promoting school culture and keeping staff up to date with guidance
- Be a visible presence around school and the embodiment of values they wish to promote in school
- Ensure the Positive Behaviour Policy is renewed and revisited annually
- Keep to date with latest research into school culture and behaviour
- Ensure the policy works in unison with the quartet of policies:

### **ii. Staff Responsibilities**

- Staff expect children to behave well and poor behaviour is an exception
- Staff will consistently apply the school behaviour policy to each individual circumstance and treat everyone equally
- Staff will discuss school conditions for learning and expectations for behaviour at the beginning of the year and throughout the year and reward classes who meet this
- Staff will encourage team building through lessons to encourage good behaviour



- Staff are committed to developing classrooms that are inclusive, support wellbeing and encourage thinking behaviours
- Staff check in informally with pupils regularly and notice any changes
- Staff use positive practice to remodel desirable behaviours rather than highlighting poor behaviour
- Staff will speak calmly to children where individual instances of poor behaviour occur
- Staff will model learning values to pupils
- Staff will explain to children why they have moved between traffic light colours and ensure as much as possible the reason behind this
- Staff will provide children with the opportunity to make amends for behaviour and a fresh start at the beginning of each day
- Staff recognise and praise small achievements of pupils
- Staff will seek to repair relationships with children as soon as reasonable
- Staff will record instances of poor behaviour at lunchtime

### **iii. Pupil Responsibilities**

- Know the school expectations and commit to the Home/School agreement.
- Think about 'how they can contribute' to the school community and 'who they might become' when they are in school.
- Respect all adults equally in the school building including after school clubs
- Take time to calm down before they react

- Tell a member of staff if they have a concern and as soon as they can
- To try to resolve minor conflict when they feel able and be recognised by staff when they are able to do so
- Try to resolve friendship issues proactively, quickly and collaboratively
- Talk with empathy to other pupils and explain how you feel
- Pay attention to the School's Behaviour policy by following the principles of positive behaviour outlined within it.
- Take and accept personal responsibility for the impact and the consequences of their actions within the school community.

#### **iv. Parent Responsibilities**

- Know the school's expectations and commit to the Home/School agreement
- Support the child in understanding their responsibility to their school community.
- Model and reinforce school learning values at home
- Praise their child if they show good behaviour at school and recognise when they try hard
- Participate in the life of the school by attending events
- Encourage children to develop habits of behaviour that apply regardless whether at school or at home
- Empathise with their child, try to understand why it can be difficult sometimes for pupils to share their concerns
- Support the school in implementing the school behaviour policy.
- Discuss any concerns with teachers and staff at the earliest opportunity to allow the school to respond in a timely manner. Let us know if you have any concerns or worries.





