



Promoting Positive Behaviour and Relationships
Policy

Ugborough Primary School

November 2022

‘Our vision is to create a school community where children grow into happy, confident and responsible individuals, who work hard together to achieve their full potential.’

Rationale

We recognise that positive behaviour and relationships are central to effective learning. At Ugborough, we expect everyone to show respect for all others, to be honest, to have good manners and to take responsibility for their actions.

We believe that children need to feel happy, safe and confident in the school environment before they can be challenged to achieve their potential. We want our children to be respectful, caring, friendly and confident. We also want our children to feel that they take responsibility for their behaviour which will prepare them for continuing responsibility when they venture into the world beyond primary school.

The term 'behaviour' throughout this policy encompasses both conduct and learning behaviour. **We understand that all behaviour is a form of communication of need. Staff will always consider what is behind a behaviour.**

Aims

- To create a calm positive environment throughout the school day
- To model and foster supportive and respectful relationships and interaction
- To encourage and reinforce positive behaviour, courtesy and good manners
- To be clear and consistent in our approaches to rewarding good behaviour and applying sanctions when appropriate
- To value the work, effort and behaviour of all children
- To encourage parents and carers to work in partnership with the school

For these aims to be reflected in the life of the school, fair and clear guidance needs to be established, understood and put into practice. All staff treat children with respect and model positive behaviour and good manners at all times, and the expectation is that they are treated respectfully in return. Children are expected to behave courteously to each other and to be aware of safety considerations at all times.

The school is an inclusive community. Children are taught about each other's differences and learn to respect each other. Children in the school have a range of needs, sometimes complex, and we recognise that some will come from challenging home backgrounds. This means that staff use their discretion on occasions and manage behaviour using this policy in a flexible manner. Through careful education, children understand that the needs of their peers may be different.

We expect all staff to be proactive and prompt at dealing with any incidents of bullying or unkind behaviour. We record and audit behaviour diligently. In this way we ensure that bullying is rare. We involve parents at an early stage if we believe that there is a behaviour concern and we work closely with them. We also try to support parents' management of their children's behaviour at home, offering advice and the involvement of the LA's behaviour support team, Wellbeing Practitioner or CAMHS where appropriate.

Good communication is key to successful behaviour management. All staff must be open about difficulties and take proactive steps to ensure they are supported and that their team and senior leaders are aware. This is intrinsic to everyone's wellbeing.

Evaluation

- Behaviour / pastoral issues are a standing item on the weekly meeting agendas and half-termly team meetings monitor behaviour and current needs.
- Governors regularly monitor and evaluate behaviour through their visits to the school.
- Behaviour is regularly assessed during lesson observations and the findings reported back to individual teachers.
- Questions related to behaviour are included in pupil and parent surveys.
- The progress of children with Behaviour Plans is measured at regular intervals.
- Feedback about behaviour issues is given to parents verbally or in writing, as necessary.
- Significant incidents of poor behaviour are recorded on CPOMs. This is reviewed termly by the Headteacher and a summary included in the Headteacher's report to Full Governors.

The School Rules

- Be friendly, caring and polite to others
- Take good care of everyone and everything
- Always try our best

These are displayed at various points around the school. They are also reinforced by positive verbal messages by adults, e.g. 'Thank you for walking along the corridor.'... 'Thank you for working so hard on that activity, thank you for your lovely manners...', and through the weekly assemblies where at times Behaviour Certificates are awarded for one child from each class each week.

Class Guidelines

Classrooms will reinforce school rules and make explicit what they mean in practice. These reflect the school rules and circumstances of the class e.g. age and situation. They need to be reviewed with the children at least once a term so that the children and teacher can evaluate their impact.

Sharing the Policy

The policy is available on the school website and any parents may request a paper version from the school office. The policy will be regularly discussed with the children and its key messages reinforced through school assemblies and in class discussions.

The Role of the Class Teacher

Relationships and communication between all adults and children should show respect, excellent manners, cooperation, tolerance, encouragement and praise. They should reflect the underlying principles of nurture and restorative practice. Each teacher has responsibility for the maintenance of discipline within their own class. They will:

- Work to promote and uphold the Promoting Positive Behaviour and Relationships Policy;
- Have high expectations of all children;

- **Communicate children's needs to the whole team including lunchtime staff and Kids Club-(this may include the sharing of any plans)**
- Follow restorative approaches to ensure a consistent and fair approach
- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement, opportunities for speaking and listening and practical demonstrations of learning;
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and tolerant;
- Encourage, praise and listen to children;
- Contribute to a chronology document if required and inform parents when necessary;
- Keep a written record of all incidents of a serious nature using the agreed CPOMS and ensure that the SLT is informed of any such incidents within that same day.
- **Record appropriately, issue appropriate letters, communicate concerns and inform teams and ensure the letters are returned**

The Role of Support and Lunchtime Staff

- Have high expectations of all children;
- Ensure you are aware of any particular needs
- Encourage, praise and listen to children;
- Follow restorative procedures to ensure a consistent and fair approach;
- Evaluate the factors which can contribute to negative behaviours and seek to provide high levels of engagement, opportunities for speaking and listening and practical demonstration of learning;
- Seek the advice of the Class Teacher should the situation not be resolved.
- Contribute to a chronology document if required by providing written or verbal feedback to the teacher;

The Role of Parent/Carer

- To promote and uphold the Promoting Positive Behaviour and Relationships Policy;
- To respect the disciplinary authority and professionalism of staff;
- To ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours which are not typical of them;
- To attend meetings with the Head Teacher or other staff to discuss their child's behaviour;
- To address issues to the Class Teacher in the appropriate manner;
- To work with the school to support their child's positive behaviour.

Rewards and positive reinforcement

| | |
|-------------------------------------|---|
| Day to day praise and reinforcement | Actioned throughout the school by all adults as appropriate. This may include: <ul style="list-style-type: none">• Verbal praise• Stickers and individual teachers' rewards• Sending the child to show their work to the HT/ SLT• Displaying examples of work where children have tried their hardest• Giving children areas of responsibility, e.g. taking the register to the office• Non-verbal rewards such as thumbs up or a smile;• Highlighting particular children to boost self-esteem:• Praise;• Certificates;• Letters home to parents;• Dojo rewards;• Weekly behaviour awards |
| Communication with parents | <ul style="list-style-type: none">• Teachers may comment in contact book, if these are used on children's positive behaviour.• Annual reports also give parents feedback on their children's behaviour and conduct.• Feedback given verbally or via email. |
| Team points | <p>Children can be given a dojo at the discretion of any adult in the school. This may reflect good conduct, particular attention to the school rules, hard work and good effort and showing a growth mindset. The dojo may be given in combination with any of the rewards above.</p> <p>Usually, one dojo will be awarded, but adults may award more to mark particular recognition. They may be given verbally or when marking written work.</p> <p>Children will record their dojos on our computer system or in a different way within their classrooms. The dojos are totalled up for individuals and rewards are given in class. In addition, each class will earn class dojos which they will then use to choose an activity to share together as their reward.</p> |

Sanctions

There are many forms of unacceptable behaviour. Examples include:

- Talking when expected to listen, shouting out or interrupting the teacher.
- Not working as hard as expected or being off task, leading to incomplete work
- Running inside the school building
- Damaging school property
- One-off use of unacceptable language.

Not completing homework is not a sanctioned behaviour but must be discussed with families (Teachers must establish any other barriers to this)

Sanctions for any of the above unacceptable forms of behaviour escalate as follows:

1. 'Look' from the teacher or other adult when appropriate, ensuring the child is aware.
If a child is displaying behaviour which is not respecting the rights of others, a series of procedures will be followed:

2. A verbal reminder about good behaviour and making positive choices will be given.

2A. If the behaviour persists, the pupils will be given a further reminder about positive behaviour.

3. If this does not have the desired impact, the pupil will be asked to complete a "reflection sheet" with a scribe if appropriate and asked to take that and any incomplete work to the link class. This incident will necessitate a yellow dot. Yellow dots can only be issued by classteachers but will be issued following discussion with TA if teacher feels it is appropriate. TAs must report incidents of poor behaviour choices to teachers.

The parent is notified whenever a child receives a yellow dot. Teachers must record these on a classlist in their register file. Yellow incidents do not need to go onto CPOMS

Link classes are as follows

Year 5/6 to Year 3

Year 4 to Year 5/6

Year 1/2 to Year EYFS

Year 3 to EYFS

4. Yellow dot - when a child is given a yellow dot, they will not be allowed out in the playground for breaktime that day. Yellow dots will be issued at lunchtimes by a teacher when a child has not responded to a reminder and restorative input. They should not be issued automatically unless the behaviour is serious-see below. The MTA will need to be sure that there has been sufficient warning and he/she has investigated the incident fully. In

these cases the 'dot' is reported to and recorded by the teacher. MTAs must report poor behaviour to classteachers. Teachers must record these yellow dots.

5. Red dot- a red dot will be recorded after 3 yellow dots, or automatically for certain more serious or severely unacceptable behaviours, such as racism, bullying or physical violence. When a pupil receives a red dot, they will not be allowed out in the playground for two days and the parents will be informed by another letter. The duration will be determined on a case-by-case basis, depending on the incident. Parents will be notified of a red dot by a letter which should be completed with the child and returned to school the following day. In some circumstances, a member of the SLT will also contact parents by telephone to discuss the incident or to arrange a meeting. If a second red dot is recorded then parents will have to attend a meeting at school with their child.

Children who are missing breaktimes will either be in their classroom or outside the school office. All staff should ensure that there is a clear message about conduct whilst there.

Severe unacceptable behaviour includes:

- Rudeness towards or refusing a request by any adult
- Fighting with or hurting other children or adults
- Leaving or attempting to leave the premises without permission
- Possession of harmful or unsafe substances or items
- Vandalism or stealing
- Bullying and racist incidents (see one minute guide in Appendices)

All incidents of red dots and/or severe unacceptable behaviour must be recorded on CPOMs, with both the HT and AHT copied in. All entries must include full details of the incident, what prompted it and what happened, and how it was subsequently dealt with. These would be red dot behaviours and be sanctioned as above –

When a pupil receives a red dot, they will not be allowed out in the playground for more than one day. The duration will be determined on a case-by-case basis, depending on the incident. Parents will be notified of a red dot by a reflective letter which should be completed by the child and parent at home and returned to school the following day. In some circumstances, a member of the SLT will also contact parents by telephone to discuss the incident or to arrange a meeting.

Behaviour at Lunchtimes

All classes have known MTAs who are established with the children. This member of staff has responsibility for managing the behaviour of children both outside and in the dinner hall. If a child misbehaves they will be warned by the MTA not to repeat this behaviour and may remove them from the situation for a short time. For repeated misbehaviour, they will be sent to the HT or SLT who will follow the behaviour policy as outlined above. MTAs will report back to teachers at the end of that lunchtime.

Children who need support at lunchtimes may be nominated by their Class Teacher or the SENCo to use a quiet area for either all or part of the lunch break.

Exclusions

The school works very hard to avoid exclusion. However, there are occasions where the health and safety of other children, staff or the individual child is at risk or where the wellbeing and progress of children is being significantly affected, in which case exclusion may be necessary. The pupil may be excluded for a set period of lunchtimes or a fixed period of days. In the case of the latter, homework will be set and the school will follow the guidance from the LA and DfE.

Should a pupil be excluded for a total of 15 days in one term, the Governors' Discipline Committee will meet to decide whether or not to reinstate the pupil. In the event of further serious behaviour, a pupil may be permanently excluded. Procedures outlined in DfE guidance will be followed whereby the Governors' Discipline Committee will decide whether or not to uphold the Headteacher's decision. Parents have the right to appeal.

Risk of Exclusion

There may be pupils who repeatedly display inappropriate or unacceptable behaviour over a period of time which results in them being at risk of exclusion. In these cases a "risk of exclusion" is drawn up by staff, pupils and parents at a formal meeting. The aim of the agreement is to agree the boundaries for behaviour for individual pupils in order to prevent future exclusions. The agreement will set out the particular inappropriate or unacceptable behaviours and the sanctions to be applied. All parties will be required to sign the agreement.

The local authority Inclusion team will be notified of children at risk of exclusion and of the steps taken to prevent exclusion. If a pupil is excluded the local authority inclusion team and governors will be notified.

Children who have Emotional and Social Needs

Whilst most children can follow the School's Behaviour Policy, there will be a minority who will find it difficult to maintain self-discipline because of their additional needs or circumstances. We expect these pupils to follow the policy but **a Behaviour Support Plan, devised by the SENDCo and classteacher will be written and made known to all who work with the child. It will break down the policy in manageable and realistic targets including curriculum modifications. Parents and the child must be involved in designing this programme of support and it must be reviewed termly at least.**

Some of these children will also have a risk assessment. See appendices

For children who cannot maintain good behaviour, the class teacher works with the Headteacher and SENDCo to discover whether support from the Behaviour Support Team or Educational Psychologist is required. The School's SEND Policy is followed in this case. A risk assessment and behaviour plan is written for all children who have significant behaviour difficulties.

Half termly (minimal) team meetings will enable teams to discuss pupils in detail. These pupils must be understood by all.

Social and Emotional Support

We recognise that behaviour is a communication of need. The school is committed to an approach which values the individual and develops a strong, healthy self-esteem. All behaviour is observed carefully and vulnerable children are quickly identified. When unusual or challenging behaviour is highlighted a therapeutic approach identifies the areas of need and an action plan is developed which is reviewed and supported through a home action plan. The aims are to:

- Support the emotional health and well-being of all children.
- Work with vulnerable and challenging children, understanding, addressing and changing the behaviour of these children in order to re-engage and make progress in learning.

Ugborough Primary has Thrive a practitioner and staff trained in the Thrive approach who support children and their families as and when needed. Children are referred to the SENDCO. This helps to support to children who are experiencing low level difficulties in relation to issues such as low self-esteem, anger or sadness. The School has a thrive practitioner and staff previously trained who are experienced in a THRIVE approach, who can provide nurture groups, a wellbeing club and offer general support.

Missing PE kit or uniform

Children who forget or have incorrect PE kit or school uniform will take home a letter from their teacher informing their parents. If this remains ongoing, the teacher and parents will meet to resolve any difficulties. Children will not be excluded from taking part in PE because they have no kit unless this compromises their health and safety.

Guidance on Dealing with Misbehaviour

It is important that we deal with unacceptable behaviour in a calm and professional manner. Wherever possible, we deal with the misbehaviour at the time of the incident. This may involve other available members of staff covering a class.

- We are always specific - what did the child do wrong? We use clear language.
- We establish the facts if they are not immediately clear – were others involved and who exactly is to blame?
- We acknowledge honesty but still let the child know if a wrong has been committed.
- We always match the consequence to the behaviour.
- We never ridicule children. We express disappointment with behaviour rather than with a child.
- We are never personal but always deal with the child's behaviour.
- We always speak with the child in front of a witness if confrontation seems likely.

- We may remove a child who is misbehaving from the classroom unless it is better to remove the rest of the class should an upsetting scene develop.
- We allow children time to calm and do not use words excessively.

Promoting positive behaviour is everyone's responsibility. We should all be vigilant in our everyday practice.

Appendices

Reflection Sheet

Name: _____

Date: _____

1. Draw what happened. Write a sentence if you can, or ask an adult to write it for you.

2. How did you feel?



3. How did the other person feel?



Draw what you will do now to make it better.

Reflection Sheet

Name: _____ Class: _____ Date: _____

What happened?

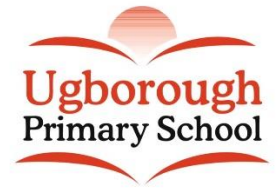
Why were your actions or choices not acceptable? Think about how others might be feeling or how they have been affected.

How did you feel at the time?

How do you feel now?

What could you have done differently?

What positive choices do you need to make now?



Date

Dear

Your child has received a yellow warning today about some poor choices in managing his/her behaviour/. * Delete as appropriate

.....
.....

He/she has been sent to their link class and/or will miss a breaktime. We would be grateful if you could discuss the matter with them and encourage more positive choices.

Yours sincerely

Class teacher

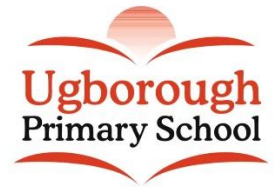
.....

Please return

Date..... Child's name

I/we have discussed my/our child's behaviour at school and will encourage him/her to make more appropriate choices.

Signed.....



Date

Dear

Your child has received another yellow warning today about some poor choices in managing his/her behaviour /failing to complete homework. * Delete as appropriate

.....
.....

He/she has been sent to their link class and/or will miss a breaktime. We would be grateful if you could discuss the matter with them and encourage more positive choices.

Yours sincerely

Class teacher

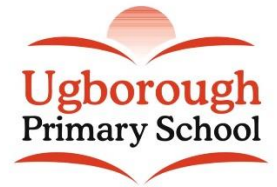
.....

Please return

Date..... Child's name

I/we have discussed my/our child's behaviour at school and will encourage him/her to make more appropriate choices.

Signed.....



Date

Dear

Your child has received a red warning today about some poor choices in managing his/her behaviour. This follows two previous incidents/ is a very serious incident of inappropriate behaviour.

.....
.....

He/she has been sent to their link class and/or will miss breaktimes for two days. We would be grateful if you could discuss the matter with them and encourage more positive choices.

Yours sincerely

Classteacher

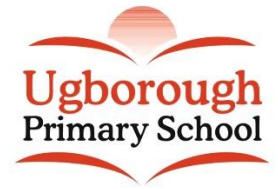
.....

Please return

Date..... Child's name

I/we have discussed my/our child's behaviour at school and will encourage him/her to make more appropriate choices.

Signed.....



Date

Dear

Your child has received a second red warning today about some continued poor choices in managing his/her behaviour. This follows two previous incidents/ is a very serious incident of inappropriate behaviour.

.....
.....

He/she has been sent to their link class and/or will miss breaktimes for three days. I would be grateful if you could make an appointment to discuss the matter with me and a member of the senior leadership team. .

Yours sincerely

Classteacher