



**Park Brow
Primary School**



Happy - Respect - Pride - Caring - Potential

Behaviour and Relationships Policy

This policy has been written with full acknowledgment of the legal duties as stated in the Equality Act 2010 and recognises our duties in respect of safeguarding and supporting those pupils with special educational needs.

Rationale

This purpose of this policy aims to set out measure which:

- Promote good behaviour, self discipline and respect
- Prevent bullying
- Ensure pupils complete assigned work
- Regulate the conduct of pupils.

Ethos of the School

This policy reflects our values and our code of conduct for all members of our community. The values it promotes are fully inclusive and are not differentiated according to age, gender, religion, ethnicity, sexuality and ability.

Our school mission statement is: Making a difference.

The principles of our school are:

- That every member of the school community feels valued and respected
- To promote an environment where everyone feels happy, safe and secure
- That every member of the school community will be treated fairly and in a consistent way
- To promote good relationships, so that people can work together with the common purpose of helping everyone to achieve.

Roles and Responsibilities

All staff has a statutory authority to discipline pupils for misbehaviour which occurs in school and in some circumstances, outside school. Screen and searching is within the DFE guidelines, as is the use of reasonable force to keep pupils safe.

Governing Body

Behaviour and Welfare Governors – Mr. W. Clarke and Ms. A. Truesdale
Inclusion Governors – Mrs. M. Spreadbury and Rev. J. Fagan

Inclusion Team

Safeguarding Officer – Miss A. Burke
Attendance Officer – Miss E. Casey

C. Swinburn
J. Connell

Head Teacher – Ms V. Roberts

Deputy Head Teachers – Miss C. Swinburn and Miss J Connell

Behaviour Leads

Valmai Roberts

Miss C. Swinburn

We recognise positive relationships are essential for effective teaching and learning to take place and we believe that there is a direct correlation between the quality of relationships and good behaviour. We know that if we maintain high self-esteem we will secure good behaviour, effective learning and positive relationships. The strategies we utilise in relationship building and behaviour management promote this and reflect the values of our school. Furthermore by placing high priority on this in school we believe we will achieve academic success and fulfilment for all.

We believe that the value we show for our community members helps to drive forward the vision we have for the school and for each person within it. It enables each person to understand their role in the development of the school and the part they play in its success.

We show that we value our community members by:

- Being courteous, respectful and considerate
- Speaking appropriately to each other
- Recognising a job well done; a talent or an achievement
- Actively listening to opinions and perspectives and taking time to reflect
- Celebrating success
- Maintaining good attendance
- Dealing systematically, fairly and transparently with challenge
- Acting swiftly when members of the school community are treated inappropriately.

Through valuing the school community we aim to promote behaviour and attitudes that:

- maintain a happy, secure environment
- protect the physical safety and emotional security of everyone in the school
- encourage respect towards people, property and the environment;
- promote positive attitudes towards learning through the importance of listening and thinking;
- celebrate and encourage achievement in work, positive attitudes and role models; and
- create a school where being gentle, kind, honest, hard working and careful is valued and encouraged by staff, parents and children.

We support positive behaviour and environment through:

- a consistent approach by the whole school community
- appreciating and following agreed codes of behaviour
- encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment
- creating a stimulating classroom environment providing clear and positive learning experiences which offer a broad and balanced curriculum that is well prepared, planned and stimulating to each child.

C. Swinburn

J. Connell

All school community members are role models through demonstrating and practicing our five special words:

- Happy
- Caring
- Potential
- Pride
- Respect

At Park Brow Primary School, we strongly support the use of preventative discipline (establishing rules and routines to prevent disruptive behaviour occurring) and personal discipline (developing an ethos of positive self discipline and celebrating and rewarding good behaviour) as our primary approach to achieving our positive behaviour and discipline policy.

We place much emphasis on rewarding good behaviour and encouraging others.

Much of our time is spent focussing on the positive. These values and expectations are also reflected in the home school agreement; staff handbook and via newsletters to parents. Park Brow Primary School strongly believes that rewards encourage individuals to repeat behaviours because they have pleasant outcomes. Rewards contribute to self esteem which nurtures emotional, social and academic development. Rewarding one individual encourages others to copy behaviours which result in attention and praise. Rewards help to establish and nurtures positive relationships between community members and this is key to effective behaviour management. Rewards help to make schools more friendly and happy places to work in and learn.

A wide range of rewards are deployed to encourage and celebrate good behaviour and to maintain high morale and self esteem through:

- Non verbal displays of approval e.g. smile, thumbs up, approving nod
- Verbal expressions of approval e.g. positive verbal comments and praise, positive written comments
- Displays of trust e.g. giving responsibility; delegation of tasks
- Valuing contributions and opinions made – being courteous and saying thank you for a job well done.

Whole School Rewards and Incentives

Receiving tangible rewards such as stickers, star of the week award and additional reward time.

Children receive and collect smilies for following school rules leading to bronze, silver and gold awards. These awards give children the access to the school smiley shop, which is open at the end of term.

Classes also collect smilies with the winning class being recognised weekly in the Star of the Week Assembly. This is recognised on our hall smiley display.

Attitude is carefully tracked at least termly and involves both parents and pupils in the process (1-1 mentoring program). This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded:

- Excellent
- Satisfactory
- Unacceptable.

Targets and support are agreed where necessary and regularly monitored and reviewed by class teacher and parents.

Pupils who are 'Good to be Green' at the end of each term have the opportunity to take part in our termly celebration activity. This activity can vary based upon the cohort of children and the time of year.

Classroom Rewards and Incentives

All children participate in the formulation of classroom rules and the completion of a class charter. Within the classroom, as part of quality first teaching, it is class teacher's responsibility to promote good behaviour using the above whole school methods combined with strategies and systems that meet the needs of their specific cohort.

Responding to challenging behaviour

When incidents occur that require **corrective and supportive discipline** intervention, we then adopt a **restorative** approach to behaviour management, which follows a 'Fair Process' of:

- Engage
- Explain
- Expect

A resolution focussed approach is taken to resolving conflict or undesirable behaviour. Individuals are encouraged to consider carefully what went wrong, to articulate their opinion of events and to reflect upon both how they felt and how their actions left others feeling. The opinions of the individual and those 'harmed' are given equal priority and discussion is focussed upon finding a fair and appropriate resolution. The facilitator of these discussions should be calm, reflective and non judgemental.

A way of structuring these discussions may be to ask the following questions:

Restorative Questions

Responding to challenging behaviour	Responding to those harmed
What happened?	What happened?
What were you thinking about at the time?	What have your thoughts been since?
What have your thoughts been since?	How has this affected you and others?
Who has been affected by what you did?	What has been the hardest thing for you?
What do you think needs to happen next?	What do you need to happen next?

When behaviour goes wrong the consequences should not be punitive but resolution focussed. They should help the individual understand the consequences of their actions and build in support mechanisms in order for individuals to modify and improve the pattern of their behaviour.

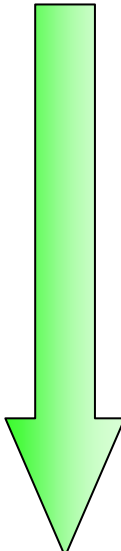
Expected initial adult response to low level isolated behaviours:

- Non verbal signs of disapproval e.g. a frown, raised eyebrow, shaking of head
- Verbal expressions of disapproval e.g. reminding the individual of expectations
- Private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- Change of position within the learning environment
- A time out visit to another class or intervention in the quiet room
- An informal conversation
- Loss of privilege e.g. responsibility, removal of playtime/lunchtime/golden time

Examples of undesirable behaviours:

- Lack of respect towards each other.
- Deliberately hurting another child.
- Threatening behaviour including bullying.
- Deliberate disobedience.
- Discrimination including the use of homophobic or racist language.
- Deliberate vandalism of school property.
- Malicious accusations against staff or pupils.

When behaviours become more frequent or higher level, more formal responses is required. Within school this takes the form of 'Behaviour Produces Flow Chart' (see appendix A). This is placed in the class behaviour folder and completed by the class teacher accordingly.

Class Teacher : ACTION FOR ALL BEHAVIOURS		
Please tick the strategies used so far and exploration of causes of the behaviour before referring to the next stage		
Behaviour policy followed-Quality first teaching Please note parents informed about isolated high behaviour.		
Rewards used to motivate particular child		
TA support in class or yard where required		
Initial parental phone call to inform- follow up call time agreed-include successes		
Parent Meeting to share continued concerns to discuss next steps.		
SLT informed and agreement for behaviour card to start for fixed period Teacher ownership to meet with parents re starting behaviour card		
Behaviour card reviewed with child, class teacher and parent WEEKLY.		
Outcomes of above		

Remove from behaviour card Date:

Progress to next step Date:

When class teachers are confident that they have systematically worked through the first stage of the Behaviour Flow Chart, it may be necessary to progress to the next stage.

For children showing:	
<ul style="list-style-type: none"> • Prolonged challenging/concerning behaviour • Operating outside of our expected classroom management and behaviour policy measures 	
Class teacher to meet with SENCO to discuss nature of behaviour and possible underlying causes.	

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J. Connell

PPP/wave 3 for behaviour/semh devised with child- SENCO, and class teacher - date: _____		
Class teacher to meet with parents to discuss PPP Teacher ownership		
Class teacher to create a behaviour profile and triggers sheet and to share with staff in school.		
Outside agency /counsellor required for PPP? Class teacher and SENCO	y	n
Fixed period agreed for review of current PPP		
PPP progress assessed and next step agreed with all stakeholders		

Formal referral for EHC

PSP process begins
Behaviour passport

Remove from WAVE 3 but
behaviour continues to be
monitored.

This also may involve more specific individual support.

- Coaching sessions
- Counselling
- Educational Psychologist
- ASC support teacher
- Speech and Language Therapist
- Individual Behaviour Plans
- Referrals to Family First; Action for Children etc
- P&R discussion & consideration
- Behaviour outreach service engaged- Passport



Behaviour and Triggers Profile

To ensure that all stakeholders have awareness of the most vulnerable and potentially challenging children, class teachers create a behaviour profile and supporting ABC trigger sheet. This outlines the early signs of difficult and challenging behaviour and indicates good practice to deescalate a situation.

Managing Pupil Transition

We recognise that transition between year groups between year groups, Key Stages and settings can be challenging, therefore specific times are allocated for teaching staff to liaise:

Within school, year group classes have a designated afternoon where they meet their new teacher and visit their new classroom.

Vulnerable Children Transition:

- Year 6 have additional visits to their chosen secondary school
- Year group staff have designated times slots, specifically to discuss vulnerable children.

Monitoring and Evaluating:

- Stakeholder surveys will be held annually to evaluate the effectiveness of this policy

- Implementation of this policy will be monitored by the pastoral lead and by the restorative practice guiding group
- Head Teacher reports to Governors, submitted termly will include behaviour and relationship updates

This policy forms part of a series of policies designed to maintain the well being of all members of our school community. It should be considered alongside:

- Anti Bullying Policy
- Child Protection Policy
- Safeguarding Policy
- Home School agreement
- Staff Disciplinary Policy
- Allegations Management
- Mental Health Policy
- Equality Policy
- PSHE Policy