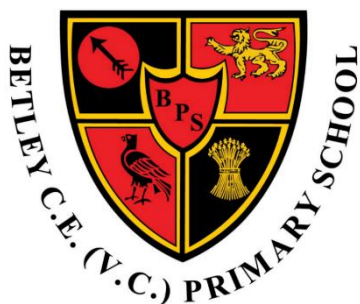


Great Oak CE Learning Federation

Betley and St Luke's CE Primary Schools

Positive Relationships Policy



Be Ready
Be Respectful
Be Safe

Last reviewed on: 1st September 2024

Next review due by: 1st September 2026

Completed by: Mrs Sam Ray (Behaviour Lead)

1. Policy Statement

At The Great Oak CE Learning Federation, we are committed to creating an environment where excellent behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We work to create a climate of mutual respect and openness between all pupils, staff and parents/carers. We want everyone to work together, to ensure our learners, staff and parents benefit from a culture which promotes self-esteem, trust, compassion, mutual respect, and which recognises rights and responsibilities of our learners, based upon trust. We ensure that excellent behaviour is a minimum expectation for all. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged and reflected upon.

2. Approach to fostering positive relationships and managing behaviour

The Federation's approach to behaviour management starts with the behaviour of adults. All staff are expected to maintain a consistent, calm approach to behaviour management. At the Great Oak CE Learning Federation all staff try to avoid shouting as a tool for behaviour management. Staff will consistently demonstrate kindness to pupils and other staff. Staff will actively strive to build positive relationships with pupils where staff show an interest in pupils' lives.

The key principles of the federations approach are: **Be Ready, Be Respectful, Be Safe**

All members of the school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy

As part of our practice, we follow four principles:

1. Calm, kind, consistent adult behaviour
2. First attention to those doing the right thing – praise behaviour over and above the norm
3. A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences)
5. Restorative follow up

Staff give '**first attention to best conduct**' praising compliance to indirectly tackle off task behaviour. Direct interventions are done calmly and in a non-confrontational way, giving children '**thinking time**' to respond with requests.

'Language of choice' is used to enable pupils to self-manage their own behaviour and have an opportunity to reflect on their behaviour choices.

Restorative conversations are used to engage in powerful dialogue with children. The focus is on what rules were broken, who was affected by their behaviour, and what can be done differently in future. These conversations are taken very seriously and are very effective in helping children take responsibility for their actions.

Particular emphasis is placed on recognising positive behaviour, e.g. praise post cards, phone calls and text messages home.

As part of our Positive Behaviour all staff will:

- Take time to welcome students at the start of the day
- Be at the door of their classrooms at the beginning and end of each break time
- Never walk past or ignore students who are failing to meet expectations
- Show visible adult consistency of modelling the desired and correct school behaviour including when interacting with other members of staff
- Offer recognition to all desired behaviours to instill a sense of ownership of their own behaviour
- Follow a restorative approach when dealing with challenging behaviour
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- Praise publicly and reminded in Public.
- Deliberately and persistently, catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion
- Give them a 'fresh start' every lesson

The Head of School and The Senior Leadership Team will:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Children will:

- Be well mannered and polite at all times
- Co-operate with staff and other children
- Work quietly and calmly in the classroom
- Walk through school and to assemblies in silence
- Demonstrate 'wonderful walking' around school by walking with their heads held high and their arms by their side
- Think through any actions and develop an awareness of their own feelings and the feelings of others
- Develop understanding of the consequences of their actions on other people and environment. They will be supported in taking appropriate steps to put things right

3. Positive praise

At The Great Oak CE Learning Federation we recognise the importance of positive praise and how this can be used to encourage and promote positive behaviours. We use the following systems for recognising positive behaviours in school:

- Positive Behaviour Board
- Team points which lead to a group reward
- Certificates and notes home
- Stickers
- Positive praise

- Half termly reward events
- Positive Dojos
- Hot chocolate Friday with the Headteacher (one child per class)
- Ringing the bell in the hall when a child has gone above and beyond

4. Practical steps in managing negative behaviour:

The federations policy encourages learners to be responsible for their behaviour and understand that it is their responsibility to behave in a respectful and kind way. Staff follow the steps below when dealing with negative behaviours.

A look/visual clue: The adult will give the pupil/s a look or visual clue that indicates to the pupil that they need to change the way in which they are behaving.

The reminder: A reminder of the expectations for learners; Ready, Respectful, Safe delivered directly to the learner. The teacher makes them aware of their choices in regards to their behaviour and the choices that they can make. The learner has a choice to do the right thing.

A caution: A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Last chance: Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. 30 second intervention.

30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequence of their action is e.g. who it is affecting and how. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow him/her time to decide what to do next. If there are comments, as you walk away – do not react or respond. Write them down and follow up later.
- We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out: The pupil is asked to speak to the teacher away from others. Pupils are reminded about their choices and the consequences of their choices. If required an alternative member of staff may be asked to escort the pupil to a different location for their time out. The length and location of the time out will depend on the behaviours that have taken place.

Consequence: Depending on the behaviours that have taken place and the level of harm to themselves or others a further consequence may be given. During this consequence pupils are asked to reflect on why they have been given a consequence.

The Restore: Once the learner has had time to reflect, a restorative conversation will be held with the learner. This may be at the beginning of break/lunch time when the other children are not present to discuss how they are going to restore the relationship or resolve the disruption to their learning.

5. Learning Behaviours

We have our own set of characters to promote good learning behaviours linked with our Christian Values. These are based on our school mottos, and we have also included Perseverance and Compassionate as two key values too. Our Value aliens are:

<p>Respectful Robin</p> 	<p>Wisdom Walter</p> 	<p>Loving Lucy</p> 
<p>Compassionate Colin</p> 	<p>Persevering Polly</p> 	<p>Strength Sally</p> 

Each classroom and the school hall the Christian Values aliens displayed, staff refer to them constantly. Certificates are given to children in Celebration Worship each week when teachers observe that they have achieved success using any of these learning behaviours.

6. Non-Negotiable Behaviours

No warnings need to be given for a consequence for behaviours that are non-negotiable. Depending on the severity of the behaviours shown, the consequence may be an internal suspension or fixed term suspension. This decision will be made by the Executive Headteacher or Heads of School in her absence.

Non-Negotiable Behaviours

- persistent defiance
- ongoing disrespect to adults and peers
- inappropriate gestures or language
- throwing equipment or objects
- threatening behaviour towards peer
- physical assault (biting, hitting)
- discriminatory language e.g. racist, homophobic
- sexualised behaviours
- sustained verbal abuse including online
- attempting to leave the school site without permission
- severe damage to school property
- spitting with intent
- possession of a banned item
- stealing
- physical aggression with intent to cause deliberate injury
- physical assault on an adult
- sexualised behaviours
- constant persistent deliberate defiance and disruption that is impacting on the learning of other

learners

- ongoing bullying

7. Time out and Consequences

Time out can be carried out either during the lesson if appropriate or during the pupils breaktime or lunch time.

Where there are ongoing concerns with a child's behaviour the pupil may be put on an individual behaviour plan and a risk assessment may be put in to place. These are always discussed with a member of the senior leadership team before they are used and parents are informed of this.

8. Natural consequences

When appropriate a natural consequence may be used in response to behaviour. Natural consequences include tidying up a mess that they have made/removing graffiti they have written.

9. Impositions

When a pupil chooses not to complete their work, despite appropriate adult support and the work being of a suitable level that they are capable of completing they may be asked to complete their work in their own time. This could be during their breaktime or lunchtime.

	Level 1	Level 2	Level 3	Level 4	Level 5
Behaviour/ Consequence Orange - 1 negatives Purple – 2 negatives Green – 3 negatives Red – 5/10 negatives	Time out for a maximum of 5 minutes followed up with a restorative conversation	Time out for a maximum of 10 minutes followed up with a restorative conversation	Time out for a maximum of 15 minutes with a member of the senior leadership team followed up with a restorative conversation	Lunch time detention. Pupil will stay with a member of SLT. Pupil will speak to a member of the senior leadership team at the start of the consequence followed up with a restorative conversation	Internal suspension or external depending on the nature of the incident and whether this is the 1 st incident of this nature or not. Pupil will speak to a member of the senior leadership team at the start of the consequence followed up with a restorative conversation
Lack of attention/Low Level Disruption/ Failure to follow instructions/ Disrespecting resources 1					
Dishonesty/ Name calling/ 2 Minor physical assault					

(hair pulling, poking) 3					
Persistent disruption of teaching and learning/ Physical assault (pushing, rough play) 5					
Persistent defiance/ ongoing disrespect to adults and peers/ inappropriate gestures or language/ throwing equipment or objects/ threatening behaviour towards peer/ physical assault (biting, hitting) 5					
Discriminatory language e.g. racist, homophobic, sexualised/ sustained verbal abuse including online/ attempting to leave the school site without permission/severe damage to school property/ spitting with intent/ possession of a banned item/ stealing/ physical aggression with intent to cause deliberate injury/ physical assault on an adult/sexualised behaviours/ constant persistent deliberate defiance and disruption that is impacting on the learning of other learners 10					
Ongoing bullying 10					

10. Restorative conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who has had a time out or consequence for their behaviour. This conversation will normally take place immediately after the time out/consequence. Sometimes it may include other adults / children. Staff will follow a script for the restorative conversation.

1. What happened?
2. What were you thinking at the time and how were you feeling?
3. What have you thought since and how could you have acted differently?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

11. Bullying

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place then we follow the anti- bullying policy.

12. Positive Handling Positive Handling and Reasonable force

Positive Handling and Reasonable force at The Great Oak CE Learning Federation makes use of the DfE guidance: Use of reasonable force in schools (2013). Any force used should always be the minimum needed to achieve the desired result. The use of physical restraint is only used as a last resort when we are unable to keep an individual or group of learners safe or protect them from harm. All physical restraints are logged on the agreed form and handed to the executive headteacher.

13. Fixed-term suspensions and permanent exclusions:

Fixed-term suspensions and permanent exclusions will always remain the most serious and our last resort as a sanction in the school. These sanctions will usually follow a lengthy period of consultation with parents where a child’s behaviour has caused concern over a period of time prior to a fixed or permanent exclusion. This is to allow both the school and the parents time to determine a course of action that will prevent a fixed or permanent exclusion taking place. This is necessarily a lengthy process as modifying or changing a child’s behaviour is a complex situation.

Only the [Executive] Head Teacher has the power to suspend/exclude a pupil from school. The Head of school may have delegated power to do this in the Executive Headteachers absence. The Executive HeadTeacher may suspend/exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Head Teacher may also exclude a pupil permanently. It is also possible for the Executive Head Teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher suspends/excludes a pupil, the parents/carers are informed immediately, giving reasons for the suspension/exclusion. At the same time, the Executive Head Teacher informs the parents that they can, if they wish, appeal against the decision to the governing body.

The Executive Head Teacher informs the LA and the Governing Body about any permanent exclusion. The trust are informed of any fixed term suspensions.

The Governing Body will convene a permanent exclusion panel to consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the Executive Head Teacher must comply with this ruling.

14. Searching pupils and their possessions

The Executive Headteacher and staff authorised by the Executive Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary, this is always carried out by two members of staff. The Executive Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
 - Cause injury or damage
 - Any item banned by school rules
- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

15. Supporting pupils with SEND Expectations for managing behaviour of pupils with SEND

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part

of them and something that we can help them understand and manage. All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's learning plan/EHCP. Teachers need to use learning plans and EHCPs to understand what works and what doesn't work for that

child. For example:

- If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time.
- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focussing their attention on the adults- following and asking repeated questions this might be for more reassurance that they are doing the right thing or that they are liked.
- calling out- this might be so they feel noticed and to also feel reassured

There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their learning plan/behaviour plan which will be monitored by the SENDCO.

16. Recording behaviour incidents

At The Great Oak CE Learning Federation all behaviour incidents are recorded on our agreed sheets. Incident logs are monitored by class teachers and the senior leadership team. This is included through the use of ABC sheets or FIDOC. Staff will also keep a note of any restorative conversations completed.

17. Parents/carers

Parents are informed about their children's positive behaviours through Dojos, certificates and phonecalls. Parents are informed about negative behaviours through a phone call, face to face conversation or Dojo message. Some pupils may have an individual behaviour plan that is shared between home and school.

We expect parents to:

- Be aware that we have school rules and to support them
- Co-operate with the school
- Support their child's learning
- Support the school's decision when applying consequences to deal with any specific incident/issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If the concern is still unresolved parents should contact the Executive Head Teacher. If these discussions do not resolve the issue, parents should follow the complaints procedure.

Class Dojo Information used in all classes

Positive Dojos		Negative Dojos	
Being Safe		Not being Safe	
Listening to instructions	1	Run off from an adult	5
Keeping the Class tidy	1	Violence towards a child/adult	5
		Rough Play	3
Being respectful		Not being respectful	
Christian Value Certificate	5	Racial abuse (and form completed)	5
Showing caring nature	1	Disrespect	1
Christian Values	2	Swearing	3
		Dishonest	2
Being ready		Not being ready	
Reading 4 times a week	5	Off task	1
Star of the Week	5		
Presentation Award	5		
Gold Writing in Book	5		
10/10 Spellings	5		
Improved Spellings	2		
On Task	1		
Homework	5		
Special Teacher Award	10		
Collective Worship Task	20		
Class Dojo Task	20		

Behaviour Support Plan	
Pupil name: _____ Class: _____	
Date of plan: _____	
Behaviour(s) of concern: <ul style="list-style-type: none">• Exiting the classroom• Shouting and growling at peers and adults.• Moving and pushing furniture.	
Short term goals: <ul style="list-style-type: none">•	Long term goals:
Known barriers: <ul style="list-style-type: none">•	Known triggers: <ul style="list-style-type: none">•
Preventative strategies: <ul style="list-style-type: none">••	
Rewards for desired behaviour(s): <ul style="list-style-type: none">• 1• 2• 3	Consequences for undesired behaviour(s): <ul style="list-style-type: none">• 1• 2• 3
Chain of support.	
Agreement: Parent name Parent signature Date	Staff name Staff signature Date

ABC Chart for Behaviour

Date/Time	Antecedent	Behaviour	Consequence	Action

Antecedent: What triggers the behaviour?

Where?

Who with?

When?

Why?

Behaviour: What exactly does the pupil do?

Consequence: What follows the behaviour?

What is the message behind the behaviour?

What reward might the pupil think they are getting from continuing the behaviour?

Action: What can be done to avoid the trigger (antecedent)?

What behaviour is preferred?

How can you support the desired behaviour?

FIDOC

Date:

Frequency	Intensity	Duration	Outcome	Consequence

Class:

[illegible]

