

# Norden Community Primary School

## Positive Relationships and Behaviour Policy

Date; July 2017

Date Reviewed;

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## Positive Relationships and Behaviour Policy

### Introduction

It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

The purpose of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice': it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and; it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' and praise good behaviour to avoid children who always make good choices being marginalised or becoming invisible.**

## Roles, Rights and Responsibilities

### Pupils

It is the responsibility of pupils to **make good choices** at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. All classes at the start of the school year devise their class charter based on the needs and expectations of the class. Rewards and consequences are discussed as part of this process and included in the charter. This is then displayed in the classroom and referred to.

### Class teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour.

A key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships – 'catching' pupils behaving well is vital; exclaiming about how well a pupil has behaved (and not becoming complacent).

With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rule they have broken, and always
- follow the written scripts within this policy when discussing behaviour with pupils
- record the incidents
- display in the classroom the consequences of their choices this can help when you explain why you are praising / warning
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around school
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record and any relevant notes on CPOMs if a child continually misbehaves having followed regular procedures and consequences and / or a serious incident occurs - seek help and advice from a colleague (e.g. member of Leadership Team)

- liaise with external agencies, as necessary, to support and guide the progress of each child eg discuss the needs of a child with the Local Authority (LA) behaviour support service
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

### **Support Staff**

It is the responsibility of teaching assistants, lunchtime organisers, kitchen staff, office staff and all other adults in school to support the Headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

### **Headteacher**

In addition to the above, it is the responsibility of the headteacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)
- ensure the health, safety and welfare of all children in the school
- maintain record of all reported serious incidents of misbehaviour
- issue fixed-term exclusions to individual children for serious incidences of misbehaviour and for repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child

### **Parents / Carers**

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour – this includes if there is a pattern of regularly receiving warnings.

We expect parents / carers to:

- be aware that we have school rules (often communicated to parents) and to support them co-operate with the school
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents / carers 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 the headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour. If a formal complaint is made the governors will investigate and respond to the parent/ carer within 7 days.

## **Consequences**

### **Positive consequences**

Children who are seen to be behaving in a positive manner and displaying positive relationships will be awarded dojo points on the Class Dojo website. Dojo points will be agreed with each class as part of their class charter and can be changed when necessary. Dojo points are recorded on the dojo website and given out to

the children to be placed in their house point tubs. House captains then count the dojo points and the dojo points for each house are shared during Thursday assemblies. Children who receive the most dojo points in each class are rewarded with a certificate each week during Friday celebration assembly.

Some of the further positive consequences for the good learning, good choices and good behaviour that children show are:

- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated
- stickers
- a visit to other classes to share their work
- a visit to the headteacher or deputy head to share their work

It is important to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook. Key Stage Two pupils are awarded with citizenship merits. We give termly certificates for 100% attendance and at the end of the year all children who have attained outstanding attendance receive a certificate.

## Negative consequences

Staff at Norden Primary employ consistently and clearly a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have a series of steps we follow if someone does not follow the agreed class charter:

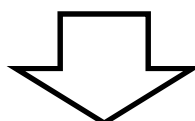
**A reminder about behaviour and choices**  
Using, 'Language of Choices' 3 Steps to Success – this should usually be enough for children to change their behaviour (see script)



**5 mins out of break/ lunchtime to discuss behaviour with class teacher**



**15 mins - Break or part of lunchtime missed to discuss behaviour and choices made**



**Pupil sees Unit Leader**  
If this is a regular occurrence parents are to be informed.

Serious misbehaviour (e.g. disrespect to staff or peers, damage to property, verbal abuse or violence) is rare at Norden.

Such behaviour would mean warnings are automatically by-passed and children are asked to explore this behaviour in greater detail with their class teacher through comic strip conversations. Parents will be informed as soon as possible on the same day. These incidences will be recorded on CPOMs and will be monitored by the headteacher and senior management team. When serious incidences occur at lunchtimes the pupils are asked to come inside and complete comic strip conversations with their class teacher. If the class teacher is unavailable then the unit leader or another member of senior management would step in.

Similarly, any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate and these will be outlined in an Individual Behaviour Plan in consultation with the parent and behaviour support services. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

## The Language of Choice – 3 Steps to Success

### **Step 1 - Statement of reality (tell them what you see)**

*Ricky, you're climbing over the fence.*

**Never** ask a child **why** they are doing what they are doing.

It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it! After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

### **Step 2 - Describe the behaviour you want to see, ending the statement with a thank you**

*Ricky, you need to collect the ball by using the gate – thank you.*

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

*Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.*

### **Step 3 - Statement of choice**

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

*Ricky, if you choose to continue to climb over the fence then you'll lose five minutes off your lunchtime. It's your choice.*

**Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts.** If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

*Well done Ricky, you made the right choice.*

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say e.g. 'In our school, we keep hands and feet to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personally 'against' them.

### **Restraint**

All members of teaching and support staff are training in Team Teach. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children.

### **Monitoring**

The headteacher and senior management monitors the effectiveness of this policy on a regular basis. They also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour on CPOMs electronically. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur. The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Racial incidents and bullying incidents must be reported to the local authority; homophobic incidents are also recorded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Equal opportunities**

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way. See Inclusion Policy.

## **Anti-Bullying**

Bullying can happen in any school. At Norden Primary, it is rare. We ensure that bullying is quickly stopped.

### **Definition**

Bullying is actions that are premeditated, meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to). There can be specific types of bullying, including homophobic, racist and cyber- bullying. All are treated extremely seriously at Norden Primary.

### **Aims and objectives**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We discuss this with all the parties involved and their parents/ carers and discuss steps forward. Any incidences of bullying are recorded on CPOMs electronically and to the LA. Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable. For further information see Anti-bullying Policy.

## **Fixed-term and permanent exclusions**

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The headteacher informs the local authority and

the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

## Appendices

Script Card for all members of staff to choose and follow.

### **The Language of Choice – 3 Steps to Success**

#### **Step 1 - Statement of reality (tell them what you see)**

*Ricky, you're climbing over the fence.*

**Never** ask a child **why** they are doing what they are doing.

**Take-up time** to do this.

Remember to **praise** them if they change their behaviour.

#### **Step 2 - Describe the behaviour you want to see, ending the statement with a thank you**

*Ricky, you need to collect the ball by using the gate – thank you.*

End your statement with a **thank you**.

Use a **smile**.

#### **Step 3 - Statement of choice**

**Language of choice. Consequences.**

*Ricky, if you choose to continue to climb over the fence then you'll lose five minutes off your lunchtime. It's your choice.*

**Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts.**

#### **Praise**

*Well done Ricky, you made the right choice.*

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**