



Thythorn Field
Primary School

Positive Relationships and Behaviour Policy

Adopted By School: September 2024
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Governor Signature:

T. J. Ryan

THYTHORN FIELD PRIMARY SCHOOL POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

At Thythorn Field Primary School, we aim to create a happy, safe, caring and inclusive environment for **all** where our children can work towards achieving their full potential and be the best version of themselves. We understand that to be able to achieve this the development of strong positive relationships between children and staff are vital. We want all members of our school community to feel valued, cared about and listened to. We expect that staff will be approachable, supportive, fair and consistent in their treatment of children. In turn we expect children to trust that the staff have their best interests at heart and are there to guide them to display respectful and appropriate behaviour (ready, respectful and safe) and to be the best version of themselves.

This policy has been developed with the following in mind:

- The Equality Act of 2010 and the Children and Families Act of 2014 in terms of fair treatment for all
- School's safeguarding duties in terms of equality relating to praise and delivery of the systems described
- British values in particular mutual respect, rule of law and tolerance of all faiths and beliefs
- Developing the children's understanding of anti-poverty by linking it to equality

Other policies linked to this:

- Anti-bullying Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding
- Exclusions Policy

The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with a member of SLT.

This policy has been produced with the involvement of all stakeholders: staff, children, parents/carers and governors and will be reviewed annually.

Aim of this policy

To provide clear and explicit guidance to ensure that all adults are displaying a consistent approach to behaviour across the school and supporting children to be ready, respectful and safe at all times.

School's roles and responsibilities

All staff at Thythorn Field primary School have a key role in supporting and promoting high standards of behaviour from all children. Staff responsibilities are:

1. To display calm and consistent adult behaviour at all times.
2. To give attention to positive behaviour first.
3. To embed routines and model to children how to follow these throughout the school day.
4. To use scripts to support when dealing with inappropriate behaviour.
5. To follow up incidents with a restorative conversation.

Parent and Carer Responsibilities

The support of parents/carers is key to the success of this type of policy. Parents/Carers can show support by:

1. To highlight positive behaviours in your children and to model them yourself.
2. To be supportive of the school expectations and the systems we have in place.
3. If you have a concern about a situation regarding how behaviour has been managed please contact your child's class teacher to discuss it in the first instance, before contacting Mrs Price or Mrs Brewster if you are still concerned.
4. Ensure not to confront other children or parents at any time at school. Please refer to the point above and allow school staff to manage the situation. Parents who verbally or physically confront children or adults (school staff and other parents/carers) on the school premises or via other technological means, e.g. internet or mobile, are in danger of being banned from the site by the Local Authority or in some cases reported to the police.

Governors Responsibilities

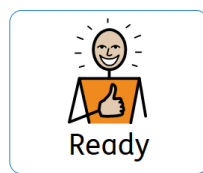
Governors regularly monitor and evaluate the overall effectiveness of the Behaviour Policy along with the Head Teacher and staff through staff/ pupil/parent/carers interviews, surveys and CPOMS analysis. (CPOMS is the system that we use to record incidences of behaviour as well as safeguarding concerns).

Where a disagreement with a parent/carers and the Head Teacher emerges relating to behaviour, this will be addressed with the involvement of an impartial Governor and Chair of Governors where all evidence, facts and actions will be reviewed thoroughly, following our Complaints procedure (see relevant policy).

Positive Recognition Systems to Promote Expected Behaviour

Clear and concise expectations of behaviour (Ready, Respectful, Safe) will be described, modelled and encouraged through class assemblies, playtimes,

lunchtimes and in class time to ensure that all children understand what is acceptable and safe. Reminders of our expectations will be displayed in classrooms and around the school site.



Unconditional positive regard will be reinforced with all pupils and stakeholders at all times .

Thythorn Houses

A house point system is in place to encourage healthy competition and group loyalty among pupils. It works as follows: The school is divided into teams called 'houses'. Each house will include pupils from every year group. House 'captains' are appointed from year 6 children and this is rotated each term. Houses are named after local historical figures, these were chosen and voted upon by the school community and school council. The house names are:-

Attenborough	Lineker	Townsend	Wan
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The house points will be totalled and shared in celebration assembly each week, this is then carried forward through the year. House Points are collected and displayed in a central location and on a board in the hall. At the end of the school year, the 'winning' house is announced and rewarded with a 'house cup'.

Using a house point system will have a positive impact on motivation and behaviour, as well as encouraging a sense of identity and belonging among pupils. A sense of camaraderie, teamwork and healthy competition is nurtured, which contributes to a thriving school culture.

Positive Noticing - Teachers will share information about a child's behaviour either by the phone, face-to-face, email to parents or a postcard home to celebrate kind, respectful and safe behaviour.

Golden Lunch Box Award

Every week a class, who have displayed safe, respectful and ready behaviour, will be chosen by the Lunchtime Staff. They will be awarded with the Golden Lunchbox which contains a choice of reward (such as extra playtime, wear your slippers to school for the day etc.).

Achievement Assembly - every Friday with certificates for Star of the Week and Learning Powers (specific power identified for each month and shared on the Newsletter) children are also invited to share any certificates or awards they may have achieved outside of school.

Gallery of Awesomeness – examples of work that the children are proud of will be displayed in the entrance hall and changed regularly throughout the term.

Parent/Carer Post-its – Parent/Carers are invited to share positive behaviours seen at home. This can be at Parent's Evening but also dropped into the School Office at any time. These will be shared with the children in a variety of ways, for example, assembly or newsletter shout out with house points awarded.

Supportive Systems to help promote Expected Behaviour

We know that sometimes children will behave inappropriately. In these instances our role as adults is to encourage children to manage their behaviour in a positive way. We believe that alongside this **consequences** are important to help children understand that their behaviour has not been what we expect of them.

First Stage: Verbal reminder

Make the expectation explicit:

"I am expecting you to.....(not talk when I am talking, etc)"

"It was the rule about....(walking safely round school) that you broke then"

"This behaviour is stopping learning. What do you need to behave safely?"

Second Stage: Verbal reminder and warning of consequence

Repeat expectation followed by the consequence for not following this:

"I am expecting you to complete your work. When children do not finish their work, they will need to stay in to finish it at playtime" (up to a maximum of 5 minutes)

"I am expecting kind hands at all times. When children don't use kind hands they need to sit/ play separately from others so everyone can be kept safe"

Consequences will be proportionate to the scale of the inappropriate behaviour. Consequences in the form of writing/reading tasks are not appropriate. Child-on-child abuse in the form of physical injury to another child (e.g. hitting) will have an immediate consequence of time-out (5 minutes +).

Third Stage: Consequence

Implement consequence outlined above. Consequences will be issued as close to the occurrence of the inappropriate behaviour as possible.

Fourth Stage: Home contact

If the behaviour continues even after consequence has been given ask the child what they feel could be done to support them to change their behaviour. If this continues inform the child (not publicly) that you (class teacher) will be informing home of their behaviour (either at home time by calling the adult collecting into the classroom or a phone call home).

If all four stages are repeatedly being reached parent/carers will be invited into school to have a meeting with the class teacher/Mrs Price/ Mrs Brewster to discuss what the next steps are to support.

Restorative conversations will be held following most incidents of inappropriate behaviour. When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Things to remember:

- Only one person talks at a time.
- No interrupting.
- Be respectful of each other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

Questions will be first asked to the person who has been harmed and then to the harmer.

EYFS and Key Stage 1

1. What's happened?
2. Who was hurt and how?
3. What needs to happen now to put things right and make sure this does not happen again?

Key Stage 2

1. What do you think happened?
2. How did you feel and what were you thinking?
3. How do you feel and what are you thinking now?
4. Who has been affected?
5. What needs to happen now to fix this?

Further Support for Challenging Behaviour

We know at Thythorn that all behaviour is communication and we have children who display a range of needs which may impact upon their behaviour. We keep a close eye on children's patterns of behaviour to try to understand what they may be communicating and also to try to identify potential triggers (we may use an ABC (Action/Behaviour/Consequence) form to help us keep track of individual children). We would then implement strategies to try to prevent these triggers from occurring where possible. However **all** children must be given the opportunity to learn what is right and wrong and we believe having consistent and clear expectations and systems of recognition and support are key to helping **all** children to understand the importance of being ready, respectful and safe.

For children who have needs which do result in them displaying inappropriate behaviour we use a Positive Behaviour Plan (which includes a risk assessment) which is drawn up in consultation with parents/carers and the adults which work with the child. This outlines strategies that will be put in place, such as, a more individualised timetable or use of a workstation, to try to help the child to be more successful at managing their behaviour. We work closely with outside agencies, for example, Oakfield Outreach Team or Partners in Psychology for support with specific children who regularly display challenging behaviour. We may also consider applying for SEND Intervention Funding (SENIF) or request statutory assessment for an EHCP if this appropriate

Where all measures have been exhausted and/or the behaviour has resulted in physical/verbal abuse or injury a fixed term suspension or permanent exclusion from school as laid down by the Local Education Authority may be necessary. The Chair of Governors is kept fully informed of this and it is very much a last resort.

Inappropriate language

The use of inappropriate, racist, hate, sexist or offensive language or behaviours will not be tolerated. At Thythorn Field we are an Everyone's Welcome School and have a zero-tolerance approach to unacceptable behaviours and promote respect for diversity and difference as per the 9 protected characteristics in the Equality Act 2010. We are aware that some children may not realise that some language is offensive, and staff will work sympathetically to support this. If incidents of this nature occur school will follow the processes outlined above, parents/carers will be informed and all incidents will be recorded using our school system CPOMS.

Child-on-Child Abuse and Sexual Harassment

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an on-line element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an on-line element

If incidents of this nature occur school will carry out a thorough investigation involving all parties and parents/carers, this will be logged on CPOMS and outside agencies may also be contacted if necessary.

**Visible consistency with visible kindness
allows exceptional behaviour to flourish**