



Tockwith

CHURCH OF ENGLAND PRIMARY ACADEMY

Policy Number

3

Positive Relationships and Behaviour Policy

Signed: S. Corbett

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Positive Relationships and Behaviour Policy

1. Rationale

- 1.1 At Tockwith Church of England Primary, we are a caring community with mutual trust and respect for all. Our vision is for all children and staff to live life in all its fullness (John 10:10) and our positive relationships and behaviour policy will enable this.
- 1.2 Relationships and behaviour are integral to our aim which is to inspire children to reach their individual potential and through our Christian values, and prepare them for the future.
- 1.3 Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships.
- 1.4 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.
- 1.5 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 reminders).
- 1.6 We promote good choices, particularly those linked to our core Christian values of creativity, friendship and perseverance, which lead to effective relationships so that everyone can support each other, work together and learn well, as well as recognising that trust and forgiveness are integral to our positive behaviour and relationships policy.

2. Aims

- 2.1 To inspire children to reach their individual potential and through our Christian values, prepare them for the future. (Aims statement)
- 2.2 To be proactive in promoting equality and tackling unlawful discrimination of any kind (racial, religious, gender, disability or sexual orientation).
- 2.3 At Tockwith Church of England Primary it is our aim that:
 - Every member of the school community feels happy, valued and respected, and that each person is treated fairly and well.
 - We enable every child to reach their individual potential without disruption to learning caused by themselves or others.
 - We promote relationships which are happy, trusting, safe and secure.
 - We help children to be aware of how our core Christian values can promote positive behaviour within our community.
 - We help children to become positive, responsible and increasingly independent members of the school community.
 - We promote self-management of behaviour and enable some reflection of what behavioural choices exist(ed)

3. Implementation

3.1 Throughout school, all staff, pupils, parents and visitors should aim to 'catch' good behaviour in order to reward and to share good examples with others.

3.2 All pupils, staff and parents are expected to uphold their role in the [School Community Contract](#).

3.3 **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. Pupils should follow three simple rules to avoid the wrong choices:

- follow instructions
- keep hands, feet and objects to themselves
- use positive language and actions

3.3a High quality learning behaviours are integral to children living life in all its fullness.

3.4 **Class teacher**

All staff in our school have high expectations of the children in terms of their relationships, choices and learning behaviours. 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: good choices are recognised and modelled for others.

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
- communicate to parents in person or through any other communication method.
- follow our reminders system, making explicit what rule they have broken, and always record the incidents
- Record verbal and aggressive incidents, behaviour and/or any racial/homophobic/transphobic abuse on CPOMs under the correct categories. Assistant Headteachers, Headteacher and pastoral are tagged into all incidents in their Key Stage
- display in the classroom the consequences of their choices (both positive and negative) – this can help when explaining why praise or a reminder has been given
- be consistent with all consequences
- be consistent with clear instructions
- Instructions for stopping a class and gaining attention is the use of a raised hand, followed by empty hands, eyes this way
- 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 and through promoting an awareness of our Christian values
- If a child receives more than 10 reminders in a week, this is to be reported on CPOMs and tagged with the behaviour tag. Parents are informed if their child receives more than 10 reminders in a week.
- having followed regular procedures and consequences, seek help and advice from a colleague (eg member of SLT)
- liaise with external agencies, as necessary, to support and guide the progress of each child.

- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

3.4a **Pastoral Care** - we strongly believe that pastoral support in our school gives our children the opportunity to live life in all its fullness. Please refer to our comprehensive [Pastoral Care at Tockwith Document](#)

3.5 **Support Staff**

It is the responsibility of teaching assistants, office staff, volunteers 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 sharing how well a pupil has behaved.

3.6 **Headteacher/SLT**

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 and staff in the school
- take steps to encourage parental involvement maintain records of all reported serious incidents of misbehaviour
- Issue fixed-term suspensions to individual children for serious acts of misbehaviour. 'A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.' August 2024
- Follow DFE guidelines August 2024 - Suspension and permanent exclusion from maintained schools, academies.
- Monitor CPOMs incidents and evaluate patterns in behaviour and learning behaviours. Monitor how incidents are actioned and impact.

3.7 **Parents**

Working closely with our parents, building trust and good relationships is key to effective positive relationships and behaviour. The school works collaboratively with parents and carers so children receive consistent messages about how to behave and aims to build a supportive dialogue between the home and the school. Parents are informed immediately if there are concerns about their child's welfare or behaviour – this includes if a child receives ten reminders in a week, five reminders in a day or if there is a pattern of regularly receiving reminders.

Parents are expected to:

- be aware that we have school rules (often communicated to parents) and to support them
- co-operate with the school and follow the School Community Contract.
- 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 please refer to the [School's Complaints Policy](#).

3.8 **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. Headteacher's report in Governors meetings always discusses behaviour in the school. In the event of a complaint please refer to the School's Complaints Procedure. The Safeguarding governor also works with Headteacher to monitor CPOMs and its effective usage.

3.9 New staff/external providers/students are provided with the Positive relationships and behaviour policy which they are expected to adhere to.

4. Rewards

- 4.1 Each teacher and their class develops their own systems of reward and praise, based on the overall school principles set out in this policy. This will include:
- class rewards whereby individuals contribute to the whole class gaining a reward such as: extra playtime, class game, free choice
 - children collect house points for: learning and displaying our Christian values. These house points are collected and celebrated during Awards Assembly.
 - regular verbal feedback to reinforce positive behaviour.
 - Use of Seesaw to share success with children and parents.
 - reference to good role models
 - Collective Worship and/or Assemblies, especially our Friday Awards Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. We recognise their achievements in relation to our Christian values, making particular reference to our core values of creativity, perseverance and friendship. Parents are invited to share the celebration.
 - Also important is to celebrate achievements out of school in order to promote a wider range of interests, a broad outlook and a growing sense of community and belonging.
 - Attendance is also rewarded. We recognise good attendance for whole classes on a weekly basis through Ronnie the ready learn rooster and Albert the always here alligator. This data is also displayed in school.

5. Consequences

- 5.1 Staff employ consistently and clearly a hierarchy of negative consequences (our 'reminders') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.
- 5.2 We have a series of consequences if someone breaks a rule. There are separate consequences for lesson time (including school outings and assembly times) and playtime/lunchtime. Consequences are delivered by giving a reminder to the child with these reminders recorded on the behaviour record sheet. Reminders are automatically started from scratch at the beginning of each morning and afternoon session.

Lesson time consequences FS2:

- 1st reminder – reminder of rule
- 2nd reminder – 1 minute away from the group or lose the right to choose where you are sitting/standing
- 3rd reminder – 5 minutes away from the group or lose the right to choose where you sit/stand.
- 4th reminder – 10 minutes reflection time away from the activity.

- 5th reminder – go to another class for the rest of the session plus parents and senior members of staff informed.

Lesson time consequences KS1 and KS2:

- 1st reminder – reminder of rule
- 2nd reminder – 5 minutes away from the group or lose the right to choose where you are sitting/standing (2 minutes KS1)
- 3rd reminder – rest of session away from the group or lose the right to choose where you sit/stand.
- 4th reminder – go to another class for 15 minutes of reflection time.
- 5th reminder – go to another class for the rest of the session plus parents and senior members of staff informed.

Lunchtime/ playtime consequences:

- Reminder of the rule followed by a resolution
- Reminder of the rule followed by 2 minutes time out with a member of staff/ 2 minutes away from the group if the child is inside eating
- Time out for the rest of playtime (max 15 mins)
- Red spot days: by the map
- Green spot days: by the map
- Indoor play: outside the classroom
- Dangerous behaviour. Straight inside to Headteacher/senior member of staff.
- Child will then miss the next playtime in the time out spot.
- Further action may be taken at the discretion of the headteacher which may or may not involve parents
- Lunchtime reminders to be recorded on the behaviour record in green. This provides staff with patterns of behaviour at lunchtime.

- 5.3 Serious misbehaviour (eg swearing, disrespect to staff, fight) is very rare. Such behaviour is delegated to SLT and CPOMs is used to record the incident and add actions. Similarly, any pattern in reminders or consistent reminders 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. The school will refer to its Anti Bullying Policy in the event of bullying or suspected bullying. If a racist/homophobic/transphobic incident takes place parents are informed.
- 5.4 We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the reminders system is rare. This is to maintain their effect and impersonal nature ie we aim to remove the personal judgement so children understand and accept the school rules.
- 5.5 We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.
- 5.6 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.
- 5.7 The class teacher discusses the school rules with each class which are displayed in each classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.
- 5.8 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.

6 Monitoring

- 6.1 The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 6.2 The class teacher records incidents with reference to the reminders system.
- 6.3 CPOMs is used to record serious incidents that occur during lessons or at break or lunchtimes.
- 6.4 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Ebor Safeguarding Behaviour & Wellbeing Lead to be informed before any decision is made in line with the Ebor exclusion policy.
- 6.5 All racial incidents which relate to discrimination on the grounds of race, religion, gender, disability, or sexual orientation are reported to Headteacher and Ebor Academy Trust.
- 6.6 Following our monitoring system, it is recognised that some children will, on occasion, need bespoke systems in place. Class teachers will work with SLT, SENDCo and pastoral support to create an individual behaviour plan. This will be reviewed after a specified time.
- 6.7 Class teacher, Pastoral support, SENDCo, governor and SLT are present during Pupil Progress meetings, where behaviours, including learning behaviours and pastoral needs are monitored and reviewed with appropriate action taken.