



Positive Behaviour and Relationships Policy 2022-2023

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V1	2020	New Policy written
V2	2022	Policy reviewed and updated by new head
V3	October 2023	Reviewed and updated in light of changes to behaviour management approach

Positive Behaviour and Relationships Policy

Our philosophy

We are aware that we share responsibility for the pupils at Trekenner CP School and make every effort to provide the care which any responsible parent would be expected to give.

Parents/carers play the most important role in teaching about ways of behaving. The home provides the first opportunities for children to learn to respect other people's feelings and property. At school we reinforce these attitudes, whilst recognising that not all children receive the same level of support at home. We will ensure that positive behaviour is rewarded and inappropriate behaviour is challenged in a fair and supportive way, with the intended outcome being that pupils learn how to make correct choices.

This policy is framed in such a way as to encourage and reinforce good manners and kindness and every opportunity is taken to support self-regulation, whereby pupils are personally involved and developing responsibility for their own actions and behaviour.

Core Approaches:

When addressing behaviour concerns, we maintain a perspective that we are addressing concerns with aspects of the pupil's behaviour itself, and not with the child.

We recognise and value that it is through our strong relationships with children that we most effectively support positive behaviour with pupils. We all invest to establish these relationships, and look continuously to utilise and, where necessary, re-establish these whenever behaviour concerns arise.

We continuously reinforce respect for self, others, and our community and respect for the right to learn without interruption, as cornerstones of our behavioural standards. This will support us to enable all our pupils to learn and reach their potential.

We focus our behaviour management on praising processes as much as outcomes and on us all working for the good of 'Team Trekenner'. We use extrinsic rewards such as house points, badges, stickers and feedback both verbal and written to support positive behaviour whilst always encouraging children to make good choices and 'do the right thing' for its own reward and to develop resilience.

Expectation of our Community [Team Trekener]:

Description of responsibilities for all the members of the school community		
Staff	Pupils	Parents/Carers
<ul style="list-style-type: none"> ● To support and care for the pupils ● To lead by example ● To be consistent in dealing with pupils ● To encourage the aims and values of the school among the pupils ● To have high expectations of the pupils ● To meet the educational, social and behavioural needs of the pupils ● To respect religious, Cultural and gender differences. 	<ul style="list-style-type: none"> ● To support and care for each other ● To respect each other's property and work ● To listen to others and respect their opinions ● To begin to take responsibility for their own actions and behaviour ● To follow instructions given by adults working or volunteering in the school. ● To follow the golden rules. ● To respect religious, cultural and gender differences. 	<ul style="list-style-type: none"> ● To be aware of our school's value and expectations ● To support the values and expectations of our school ● Make sure their child attends school regularly and punctually. ● Make sure their child is dressed appropriately for school and has any necessary equipment. ● Treat staff, other adults and children with courtesy and respect ● Discuss the school rules with their child. ● Talk to their child about their behaviour. ● Listen to their child's point of view whilst also considering the other side. ● Talk to their child's teacher if they are concerned about a behaviour issue. ● Talk to their child's teacher if the school is concerned about a behaviour issue. ● To respect religious, cultural and gender differences.

Aims

1. To create a welcoming, safe, orderly, creative, and child friendly environment where all children can learn to their potential.
2. To inspire positive attitudes to learning and the school environment.
3. For staff and pupils to take personal responsibility for their learning and environment.
4. To ensure a high standard of behaviour and discipline is modelled by adults and displayed by our pupils.

At Trekenner everyone is encouraged to respect others through:

1. Listening to children and enabling them to use their voice appropriately.
2. Discussions about emotions, behaviour, respect and tolerance
3. Sharing skills.
4. Giving pupils responsibility e.g. School Council, House Captains, Playground Leaders, Monitors.
5. Praising pupils and letting them know they are all valued.
6. Staff modelling kindness and respect in their interaction with each other and with other members of the school community.
7. Promoting British Values through the curriculum.

At our school, pupils are encouraged to make sound moral choices through:

1. Knowing the difference between right and wrong and showing this in his/her daily life.
2. Making good choices and beginning to think about the consequences of his/her actions.
3. Listening to the viewpoints of others.
4. Sharing their own thoughts, feelings and ideas in a respectful way.
5. Following the 3 golden rules: BE KIND, FOLLOW INSTRUCTIONS, BE RESPONSIBLE for self, others and property.

REWARDS

Children are given House Points which they record on the celebration wall in their classrooms for events such as:

- ✓ demonstrating the golden rules and/or good learning behaviour such as resilience, perseverance, independence or resourcefulness
- ✓ Scoring well in tests including AR quizzes
- ✓ Producing high quality learning
- Every week the House Captains tally the points for their team across the classes and a running total is kept and the house in the lead at the end of each term gets a 'treat' eg a watch a film, extra PE/Sport/ Forest School Break time.
- The pupil in each class with the highest number of House points each week also receives a star pin badge to keep.
- Certificates are also given in each class each week, I for demonstrating the golden rules and 1 from the head teacher for excellence that week.

Other Examples of positive reinforcement based upon shared values

- Non-verbal approval
- Verbal approval/acknowledgement
- Smiley face/stars/stickers/written comment
Sent to other teachers/the headteacher for praise
- Note home/'phone call/email/dojo message/text to parents acknowledging achievement
- Sharing of success with peers
- Sharing of success with parents
- **Celebration Assembly**

Addressing poor behaviour and choices

At this school (for the purpose of this policy 'school' means the school building, school grounds, and when pupils are taking part in an educational visit off site), we divide poor behaviour into three broad bands:

Level One: low-level, sometimes disruptive behaviour that can be effectively managed within a classroom or other school environment.

Level Two: more serious poor behaviour that is not so easily managed within a classroom environment.

- The teacher may speak to parents/carers.
- Notification of other staff.
- Informal involvement of the Headteacher.

Level Three: serious, unacceptable behaviour or persistent Level Two misbehaviour.

- Formal involvement of the Class Teacher, Headteacher and parents.
- Involvement of Other Agencies such as LA/EWO/Early Help

Further examples of undesirable behaviour at each level are described in this table below.
 [These are for guidance and are not exhaustive]

Level One	Level Two	Level Three
<ul style="list-style-type: none"> ● Not on task ● Distracting another pupil/ chatting in class ● Interruption ● Not following instructions ● Telling lies/getting others into trouble ● Minor verbal insults, minor inappropriate language ● Unsafe movement around the school or classroom ● Unsafe behaviour ● Careless damage ● Deliberate damage to property (first time) ● Break/lunch time incident (first occurrence) 	<ul style="list-style-type: none"> ● Persistence of Level One ● Incomplete tasks (deliberate) ● Refusal to work ● Defiance ● Deliberate destruction of another student's piece of work ● Minor deliberate damage to property ● Removing someone's property/intending to remove someone's property without their permission ● Direct verbal insults ● Insults involving protected characteristics, such as race, gender, religion, sexuality, disability etc. ● Aggressive behaviour ● Bullying, persistent name calling (note. Parents/ Guardians must be informed and incident recorded) 	<ul style="list-style-type: none"> ● Persistence of Level Two ● Major disruption of class activity ● Consistent or serious deliberate damage to property ● Repeated incidents of bullying ● A one off incident of serious actual or threatened violence against another pupil or member of staff ● Persistent bad language and verbal insults/racial insults ● Harming another child or adult [including staff] physically by hitting, punching, kicking, biting, spitting or throwing furniture or equipment. ● Dangerous refusal to obey an instruction ● Leaving school premises without consent ● Sexual abuse or assault [Child on Child Abuse] ● Arson ● Smoking, use of illegal substances, including alcohol ● Bringing knives or other dangerous items to school.

Important note:

All teachers and support staff are responsible for all our pupils. If poor behaviour is witnessed by a member of staff, it is that person's responsibility to correct the behaviour and promote a better choice. The class teacher must be made aware of Level 2 misbehaviour and the Headteacher, Level 3 unacceptable behaviour. During lessons where teachers and support staff are present, the class teacher will take responsibility for implementing the behaviour policy.

Sanctions/Strategies for addressing Undesirable Behaviour

Level One	Level Two	Level Three
<p>The Behaviour Ladder</p> <ul style="list-style-type: none"> - Child is told that behaviour is not appropriate /that they are making a poor choice and why - Child is given a warning that behaviour has to stop/directed to make a better choice. They are also reminded of the consequences of carrying on with the poor behaviour. - Child is put on the first rung of the ladder [name is written in whiteboard pen] - Child is put on the next rung of the ladder and moved to a different part of the classroom, away from the incident. - Child is moved to the next rung of the ladder and moved to another classroom for the rest of the lesson. - If they are still unable to make the correct choice they then move to Level Two. <p>At any point the child can correct their behaviour and move off the ladder. Children should also start the next session back at the top however if poor behaviour starts again they do not need another warning and can be moved down the ladder more quickly.</p>	<p>When a child has reached the bottom of the behaviour ladder they will be seen by the headteacher who may:</p> <ul style="list-style-type: none"> - Keep them with her to complete work on their own, free from distraction - Take away part of a break or lunch time - Speak to the parents/carers of the child. <p>The Headteacher will always take this opportunity to talk to the child and try and find out the cause of the poor behaviour and allow the child time to reflect and to think of a resolution to the problem themselves.</p>	<ul style="list-style-type: none"> -Class Teacher and Headteacher/DDSL informed immediately -Headteacher talks to pupil to find out what happened and discuss sanctions. Pupil given 'Time Out' away from other children -Parents may be invited into school for formal discussion with Class Teacher and/or Headteacher which may also include SENDCO -Behaviour plan agreed involving school and parents. -Exclusion (see below) -Level Three action should be recorded by staff involved and class teacher made aware. -Parents should be informed by the Headteacher about meetings that have taken place with their child due to Level Three unacceptable behaviour. -Where incidents take place during break time or lunchtime the student should remain with the member of staff on the scene (as a 'time out') and the Head and/or DDSL informed as soon as possible. -Where incidents take place on a school bus or on an educational visit the student should remain with the member of staff dealing with the incident (as a 'time out') and the supervising teacher informed as soon as possible. The Head and/or DDSL should be informed as soon as the pupils return to school. -If the incident is of a severe nature and there is a risk to the safety of staff or pupils, then the teacher should take action to ensure the safety of the pupils and themselves and immediately request help from a colleague. The Headteacher/DDSL must be informed immediately.

The school uses the following positive discipline process when an incident has taken place:
(The process is used appropriately according to the age of the student)

The pupil (with the support of an adult)

1. Writes down/ talks about what happened.
2. Explains what his/her role was in the incident.
3. Describes what went wrong.
4. Describes what he/she should have done.
5. Explains what he/she will do next time to avoid the incident.
6. Makes a plan to solve the present incident (Level Two or Three).
7. Apologises to the member of staff or other pupil where appropriate.

Exclusions

Trekener CP School puts the safety and wellbeing of the whole school community at the forefront of all we do. We work hard to ensure that our ethos and environment supports children to learn and succeed. Exclusion is a sanction used only as a last resort, and we aim to reduce the need for the use of it as far as is possible. This policy outlines the school's use of exclusions and is supported by our Behaviour Policy.

1. Power to exclude

The Headteacher is the only member of staff within the school who can exclude [permanently] or suspend [for a fixed term] a pupil. The governing body can review the Headteacher's decision and consider appeals from parents of excluded pupils. They may direct the reinstatement of an excluded pupil, or uphold an exclusion after a review, but they cannot exclude a pupil themselves.

2. Reasons for exclusion

See Above Table: Further Examples of undesirable behaviour - Level 3

3. Types of exclusion

3.1 Permanent exclusion

Permanent exclusion is an extremely serious sanction, and a step taken by the school only as an absolute last resort. In most cases, permanent exclusion will be used only after a behaviour plan and alternative strategies have been tried to improve behaviour but have been unsuccessful. This may be the course of action taken following a number of fixed term exclusions.

There are, however, some situations in which permanent exclusion on the first offence is an option for example where the child has put themselves or others at risk of serious harm,

3.2 Suspension

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently. The length of a suspension will be set out by the Headteacher at the start of the exclusion period but may be extended if there is a need for further investigation or the police become involved. In very rare cases the suspension may be converted into a permanent exclusion should further details or evidence come to light during the suspension.

A suspension may result from a breach of the school's behaviour policy, failure to follow instructions or failure to comply with school policy. It may be a first offence or persistent disruptive behaviour that requires a tougher sanction than detention but does not warrant permanent exclusion [see Appendix 1].

During suspensions and permanent exclusions, daytime supervision of the child is the responsibility of their parent or guardian. An excluded pupil has no automatic right to sit National Curriculum tests on the school's premises. The governing body can decide whether or not to allow the pupil to sit the tests, and this will depend on the seriousness of the reason for exclusion.

Appendix 1

Stages of Suspension and Exclusion			
Stage	Reason	Consequence	Support to Consider
1	1st Level 3	1 day Pupil and parent/care to attend a reintegration meeting and agree behaviour plan with HT/SENDCo before returning to lessons	SENDCo review to identify internal support Behaviour support plan [ILP] put in place Early Help Hub to be considered.
2	Repetition of 1 st Level 3	2 days Pupil and parent/care to attend a reintegration meeting and agree behaviour plan with HT/SENDCo before returning to lessons	Review Behaviour Support Plan [ILP]. Identify any further interventions needed/available Consider Early Help Referral
3	New Level 3 or Repetition of similar unacceptable behaviour	3 days Pupil and parent/care to attend a reintegration meeting and agree behaviour plan with HT/SENDCo before returning to lessons	Review Behaviour Support Plan [ILP] Refer to Early Help Consider timetable adjustments Notify LA of risk of exclusion
4	New Level 3 or Repetition of Level 3 Behaviour	4 days Pupil and parent/care to attend a reintegration meeting and agree behaviour plan with HT/SENDCo before returning to lessons	Review Behaviour Support Plan [ILP] and interventions/level of support Follow up Early Help referral EWO involvement? Consider reduced timetable
5	Further repetition of 1 st Level 3 Unacceptable Behaviour or Serious One-Off incident of physical threat or unsafe behaviour	5 days Pupil and parent/care to attend a reintegration meeting and agree behaviour plan with HT/SENDCo before returning to lessons Pupil may be taught in isolation for a period of time [no more than 6 weeks] while assessments are being done and support sought from other agencies.	Review Behaviour Support Plan [ILP] and interventions/level of support Follow up Early Help referral Begin discussions with EWO around alternatie provision /managed move due to risk of exclusion Call emergency EHCP review if necessary
6	Continued threatening or unsafe behaviour Or Serious One-Off incident of physical threat or unsafe behaviour	Permanent Exclusion [but only after] ACES/SEND Assessments and ILP has been in place and given time to affect behaviour change [minimum of 6 weeks] Unless pupil has behaved violently or in a way that puts others safety at risk Pupil may be educated in isolation during this time	Ensure remote provision in place for day 1-5 then that LA has taken over. Prepare for governor panel Consider need for MARU referral.