

# *Central Primary School*



## *Behaviour & Relationship Policy*

## Our motto: Children are Central

### Introduction

Positive behaviour and relationships are a key part of any school. At Central Primary we want to promote, teach and cultivate pro-social behaviours, so that our pupils are increasingly able to manage their own behaviour and be intrinsically motivated.

Everyone at Central Primary School has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards, consequences and learning opportunities within a secure and positive environment.

All staff, regardless of the purpose of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues and our community.

### Aims

- To promote equality of treatment and equal access to educational opportunity within the school community by developing consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- To promote a calm, safe and ordered learning environment where we help our children to control and self-regulate and to learn that they are intrinsically responsible for their own behaviour;
- To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour by ensuring that appropriate behaviour is encouraged and recognised;
- To develop pride in the school, in work, in effort as well as in achievement;
- To ensure that parents/ carers are kept informed about their children's behaviour through consistent means.

### What is behaviour? How can behaviour manifest?

When behaviour is discussed the discussion tends to focus on behaviour that is negative, externalised and severe. The vast majority of behaviour in school is the opposite of this; it is positive, pro-social and productive. All children will demonstrate a range of behaviours so it is important to understand a range of behaviours. This policy aims to balance the need for clarity on all behaviours whilst also focusing on the teaching, development of and maintenance of positive behaviours which are pro-social and positive for the whole of our school community.

It is important that behaviour is seen as something broader than just good or bad. A child is never only capable of being one or the other. There are three basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child.
- We believe that behaviour and self-regulation should be developed and taught over time.
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable.

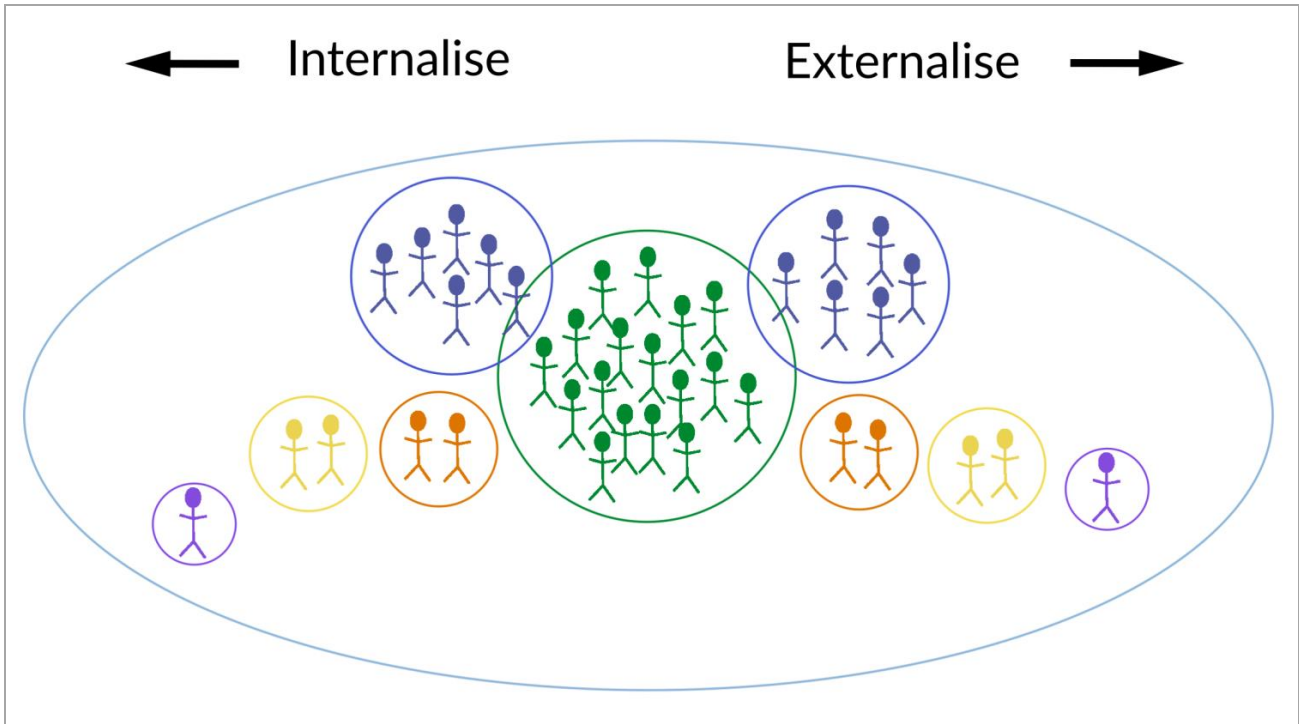


Diagram 1: Adapted from Herts Steps Training 2019. Central Primary Behaviour Policy (2019)

The adapted diagram above shows that behaviour can be an outward action (externalised) such as name-calling or inward (internalised) such as not completing work. Behaviour that is considered positive is both something that is externalised and internalised but is considered to be socially acceptable (pro-social). Negative behaviour can also be externalised and internalised and is behaviour that is considered to be socially unacceptable (anti-social).

Behavioural Circle	Description of behavioural level	Actions
<b>Green Circle</b>	<p>The pro-social behaviours of well-behaved and motivated pupils forms the core of this policy. Our focus and attention is on the development and teaching of intrinsic motivation. For simplicity we call this green behaviour.</p> <p>These are the expected behaviours of pupils in the school. Pupils demonstrating green circle behaviours will be managing their behaviour in line with the expectations, routines and rules of their classroom and the wider school.</p> <p>Green behaviour is something that should be celebrated. It is behaviour that we would like everyone to do and it should also be the status quo for behaviour in our school. In order for this to be the case it is also the behaviour we need to spend the most time modelling, teaching and developing. Affirmation is a method that we use to make green behaviours visible. There are three main methods for this;</p> <ol style="list-style-type: none"> <li>1) Affirmation cards</li> <li>2) Praise in class/ around schools and a marble in Marble Jar</li> <li>3) Public Affirmation (Celebration Assembly/ Sharing with wider community)</li> </ol>	<p>These behaviours are to be promoted, so that they are the behaviours pupils aspire to and work towards.</p> <p>Everyone needs to be clear on what are the expectations, routine and rules in each classroom and explicitly teach these to pupils.</p> <p>Positive affirmation and promotion of green circle behaviours through:</p> <ul style="list-style-type: none"> <li>-Affirmation cards</li> <li>-Marbles</li> <li>-Celebration Assemblies</li> </ul>

Behavioural Circle	Description of behavioural level	Actions
<p><b>Blue Circle</b></p>	<p>Blue behaviours are slight infractions away from green behaviours. It is likely therefore that all pupils will at some point display blue behaviours. It is important that blue behaviours are carefully thought about and considered.</p> <p>Often blue behaviours will be easy to correct but how this is done needs to be carefully considered. If you only name the negative behaviour and tell a pupil to cease that behaviour you will be promoting the behaviour, not teaching how behaviour should be. It is therefore important to think about how you will manage blue behaviours before they occur.</p> <p>Blue behaviour should be dealt with straight away.</p> <p>It does not need to be recorded formally and parents/ carers do not need to be informed.</p> <p>Any adult can deal with blue behaviour and should do so.</p>	<p>Blue behaviours must be dealt with by the adult who is working with the child. In a classroom, this is any adult.</p> <p>There are a range of different techniques to manage blue behaviours including:</p> <ul style="list-style-type: none"> <li>-Proximity praise</li> <li>-Naming the positive behaviours you would like to see</li> <li>-Retelling or re-explaining the behaviours</li> <li>-Giving direction to change behaviour to a green behaviour</li> </ul>
<p><b>Orange Circle</b></p>	<p>Orange behaviours are anti-social and negative towards the effective learning and well-being of others. They are not the most severe behaviours (yellow circle behaviours are) but orange behaviours are unacceptable and need to be dealt with in a formal way by the classroom adults (with age/ stage sensitivity to the pupils involved).</p> <p>Orange behaviours include (this list is not exhaustive):</p> <p><b>Internalised Behaviours</b></p> <ul style="list-style-type: none"> <li>-Ignoring someone</li> <li>-Refusing to follow an instruction</li> <li>-Not-listening</li> <li>-Not completing work</li> <li>-Repeated Blue level behaviours</li> </ul> <p><b>Externalised Behaviours</b></p> <ul style="list-style-type: none"> <li>-Unkind comments (name-calling, insults that are not discriminatory)</li> <li>-Violence (non-intentional)</li> <li>-Telling someone they are not a friend/ cannot play with them</li> <li>-Repeated Blue level behaviours</li> </ul> <p>When dealing with an orange behavioural incident it is important that is explored with the child at an appropriate time. <i>If the behaviour is disruptive and will not stop then a red card should be used to pass the resolution to another member of the team.</i> This is not because the behaviour is at that level of severity but to facilitate the teaching, learning and well-being of others.</p> <p>When the pupil returns to class it is important that you enable them to reengage in their learning.</p>	<p>When you deal with an orange behavioural incident:</p> <ol style="list-style-type: none"> <li>1) Identify to the pupil what the behaviour was and explain why it was anti-social.</li> <li>2) Listen to the pupil's response to this to identify if there were any mitigating factors.</li> <li>3) Once all factors have been explored, discuss with the pupil what green behaviour would look like.</li> <li>4) Identify the protective/educational consequences that might be required.</li> <li>5) The pupil should return to class as soon as possible to continue their learning</li> <li>6) Record on CPOMS as orange behaviour and inform parents/ carers if these behaviours are a repeat of previous ones.</li> </ol>

Behavioural Circle	Description of behavioural level	Actions
<p><b>Yellow Circle</b></p>	<p>Some of the most anti-social and negative behaviours can be categorised as Yellow Circle Behaviours. These behaviours will mean that the child needs to be spoken to (with age/ stage sensitivity to the pupils involved) by a member of the senior team and have time away from their peer group before re-joining their peers at the next start of a session (i.e. after lunch/ break and/ or beginning of the next lesson). Repeated yellow circle behaviours may mean that internal or fixed-term exclusions are issued.</p> <p>Yellow behaviours include (this list is not exhaustive):</p> <p><b>Internalised Behaviours</b></p> <ul style="list-style-type: none"> <li>-Exclusion of others</li> <li>-Isolation of others</li> <li>-Persistent work refusal</li> </ul> <p><b>Externalised Behaviours</b></p> <ul style="list-style-type: none"> <li>-Racist Comments</li> <li>-Discriminatory Comments (xenophobic, transphobic, homophobic etc.)</li> <li>-Physical Violence (hitting, kicking, punching)</li> <li>-Bullying</li> <li>-Fighting</li> <li>-Cyber-bullying</li> <li>-Fabrication (Lying to get others in trouble)</li> </ul> <p>It is important to restore and fix the relationship after a yellow behavioural incident. Receive the child back into class and at an appropriate moment take some time to reflect on the yellow behaviour and how it can be avoided again in future. This is often better done at a point when you have time and is a distance away from the incident (i.e. the next day).</p>	<p>Escalate it via a red card, and a senior member of staff will remove the child from the environment and complete the following actions:</p> <ol style="list-style-type: none"> <li>1) Establish what has happened. This will include interviewing all parties involved and hearing what everyone has to say.</li> <li>2) Identify what protective/ educational consequences are required.</li> <li>3) Letters need to be written for each incident.</li> <li>4) Parents/ carers must be informed by the senior member of staff.</li> <li>5) The return of the pupil to class is arranged with the teacher.</li> <li>6) All of the records need to be recorded in CPOMS.</li> </ol>
<p><b>Purple Circle</b></p>	<p>Purple behaviour is the most anti-social and dangerous behaviour that pupils can demonstrate. Purple behaviours are very rare and are likely to involve exclusion (internal or fixed-term – in extreme cases permanent) from the classroom or activity. However, purple behaviours are unsafe. They are unsafe to other children, adults, the child themselves or the property of school. They are often uncontrolled and as an exhibition of extreme distress.</p> <p>For a few pupils who have specific educational needs that manifest as behaviour there may be repeated incidents at purple level. These pupils will be supported by nurture and will have a risk reduction plan.</p> <p>Purple behaviours are (this list is not exhaustive):</p> <p><b>Externalised Behaviours</b></p> <ul style="list-style-type: none"> <li>-Uncontrolled or unmitigated violence or threatened violence to others</li> <li>-Deliberate damage of school property</li> <li>-Ganging up on/ beating up an individual</li> <li>-Physical violence towards an adult</li> <li>-Unsafe actions that could inflict harm to themselves</li> </ul>	<p>A red card should immediately be sent but the safety of everyone also needs to be assured.</p> <p>The actions will be then carried out as in a Yellow incident, but consequences are likely to be internal, fixed-term or permanent exclusion depending on the nature of the behavioural incident.</p>

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment, which is accessible to all learners through differentiation.

## **Playground**

High expectations of behaviour are applicable in all areas of the school community, including the playground. All staff, including those employed at lunchtime, are consistently trained to ensure that pupils are safe and that procedures are carried out consistently.

## **Our Rules**

We have an agreed set of Our Rules which help us to work together for excellence to ensure Central Primary is a successful school.

- 1. We will always walk sensibly around our school**
- 2. We will always listen to someone when they are talking**
- 3. We will always try to be healthy**
- 4. We will always show respect to each other**
- 5. We will always look after our property and that of others**
- 6. We will always treat people how we would like to be treated ourselves**
- 7. We will always be kind and friendly**
- 8. We will always try our best and work hard**
- 9. We will always use our good manners**
- 10. We will always show good sportsmanship**

In the Autumn Term, as part of their work in PSHCE 'New beginnings' theme, each class creates and signs a set of Class Rules which states they understand and agree to follow the Rules. These Class Rules differentiate the Our Rules to all pupils across the school making them accessible to all. Children are asked to work together to explore what each rule means to them and write, photograph or draw examples of people doing these things. The Rules are displayed around the school, including the playground and pupils' Class Rules are displayed in every classroom.

## **Affirmation of positive behaviour**

As we work with pupils to help them develop their intrinsic pro-social green behaviours. As such we aim to avoid using tokens to reward pupil behaviour, focusing on praising and celebrating behaviour we wish to continue and encourage. This is because we recognise it is important to teach pupils to manage their behaviour and recognise when it is pro-social. We also recognise that at different times some pupils may need reminding of what pro-social behaviour looks like (this will be addressed at Blue level).

**Affirmation cards:** These are cards which publically declare the pro-social behaviour a pupil or pupils have demonstrated and that we wish to encourage. These will be shared in

front of the class and both reinforce positive choices and encourage other pupils to choose the same positive behaviour. These affirmation cards are designed to specifically identify the Green Behaviours and should reinforce the pro-social characteristic that is being promoted. For example, they should say: 'Thank you for taking turns with your partner and showing them you were listening' rather than 'great listening'.

**Marbles:** Each class has a marble jar and praise is used to recognise pro-social behaviour as it occurs. This serves as a visual representation of the amount of positive pro-social behaviours in each classroom.

**Celebration Assembly:** Once a week, the school has a Celebration Assembly. Each class selects two pupils to be recognised for their persistence, kindness, forgiveness, curiosity or hope. This assembly celebrates the pupil and their work as well as reinforcing the positive behaviours of our school.

Parents will be invited to attend these assemblies to share in the achievements of their children. The achievements should also be shared in the weekly blog.

### **Consequences for unacceptable behaviour**

Despite focusing on rewarding positive behaviour, we recognise that at times, children will find it difficult to follow Our Rules. Consequences will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

We use educational and protective consequences in line with our Hertfordshire Steps Training. Educational consequences are ones that are linked to behaviours around learning. For instance, poor completion of work might mean that the consequence is to do it again. Protective consequences are consequences that are to enable the pupil to reflect on their choices. A child who has hurt another child at playtime might need to spend the next one with an adult who will support them to play more positively.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND, who may have specific needs relating to behaviour, will find it difficult to follow our Rules. Individual strategies (and plans) will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behaviour Outreach Schools, Educational Psychologist, etc.). Parents/carers will be involved in supporting the school in managing their child's behaviour needs. It may also be appropriate to complete a Common Assessment Form CAF if multi-agencies are involved with the child or a Pastoral Support Plan if the child is at risk of exclusion (fixed-term or permanent). Fixed-Term and Permanent Exclusions may be issued as a consequence of unacceptable behaviour. Exclusions can be the result of a serious one off incident or repeated anti-social behaviour that is detrimental to the effective and efficient learning of others.

### **Bullying and harassment**

We hold Anti-Bullying accreditation and have a whole-school approach to preventing bullying. We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying and support those who have been bullied or bullied others

Please see our Anti-Bullying Policy for more information.

### **Links with home**

At Central Primary we believe in working to build a partnership with parents/ carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

- Our Home-School Agreement;
- News blogs and through awards which are sent home;
- The procedures as laid out in this policy;
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues including through their involvement in SEND Reviews, PSP and CAF meetings where appropriate.

### **Procedures for review and evaluation**

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- Involvement of pupils in environment walks and interviews;
- Parent/ Carer feedback at Friends of Central/ Annual Questionnaire;
- Statistical data of pupils or groups who are regularly given consequences or rewards;
- Classroom observations;
- Observation of the day-to-day behaviour in the school.

### **Complaints**

The school's procedures for dealing with complaints, including behaviour, are detailed in the school's Complaint Policy.

### **Equality**

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

### **Review**

This policy will be reviewed every year as a safeguarding policy.

### **Related Policies**

- Anti-Bullying Policy & leaflet
- Equality Policy
- Complaints Procedure
- Learning Behaviours Policy
- Anti-Homophobia Policy