



# Positive Relationships Policy

John Hampden and Tetsworth Schools' Federation (Tetsworth specific policy)

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We do our best | We are kind | We are a team

**John Hampden Primary School**

Headteacher: Mr. Paul Hankey

Park Street, Thame, Oxon., OX9 3HU, Tel: 01844 212291

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**Tetsworth Primary School**

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Positive Relationship Policy

Due for Renewal:

Tetsworth Primary School

Positive Relationships Policy

Introduction

*A community that is:  
Ready to learn.  
Respectful of themselves and others.  
Safe in the environment. 'Developed by the  
behaviour expert Paul Dix'.*

Tetsworth Primary School is committed to creating a constructive, inclusive and safe learning environment where respectful relationships are the heart of our community. The school community encourages everyone to be ready, respectful and safe, whilst taking responsibility for their own behaviour and demonstrating positive attitudes to learning. Our behaviour policy demonstrates the need to teach self-awareness and regulation, through restorative practice. It echoes our core values with an emphasis on respectful behaviour, a partnership approach to promote respectful behaviours and allows for dynamic interventions that support the school community. We understand that for some children some behaviour expectations are beyond their development level, in which case these children will have bespoke positive behaviour plans.

We believe that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable, consistent approach does not come in a toolkit of strategies but in the determination of every member of the school community. The key is to develop a consistency that ripples through every interaction. Where people feel treated as valued individuals, they maintain respectful relationships and behave accordingly.

Aims of the policy:

- To create a culture of respectful behaviour from all members of the school community.
- To help children take control of their behaviour and learn how to be responsible for the consequences of it.
- To build a community which values kindness, being part of a team and always trying our best (The Tetsworth Way).
- Provide a **consistent approach** to respectful behaviour.
- Outline our system of **consequences for positive behaviour and those that are more challenging.**

Roles and Responsibilities:

The behaviour of all stakeholders in school is expected to promote the key principles:

- Ready
- Respectful

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- Safe

### Children will:

- Show that they are ready to learn.
- Be respectful of the school community and environment.
- Make safe choices.

### Parents will:

- Support their child in adhering to the principles of **Ready, Respectful, Safe**.
- Work together in partnership with the school to support their child in adhering to the principles of **Ready, Respectful, Safe**.
- Model the principles of **Ready, Respectful, Safe** with their children.
- Ensure that the agreement made in the Home-School Agreement is upheld.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Ensure that their child has good attendance (target 96% or above) and is in school on time.

### All Staff will:

- **Meet and greet** children in the morning.
- Refer to '**Ready, Respectful and Safe**'
- Maintain respectful behaviours and relationships with all members of the school community.
- Show kindness and treat all stakeholders fairly and with respect.
- Separate the behaviour from the child.
- Recognise that each child is an individual and be aware of their needs.
- Never ignore or walk past learners who are not demonstrating the key principles of 'Ready, Respectful and Safe'.

### Teachers will:

- Create a class charter for agreed behaviour and consequences.
- Be responsible for the behaviour of their class at all times.
- Plan lessons that engage, challenge and meet the needs of all children.
- Display and use the Zones of Regulation and give children the opportunity to access this throughout the day.
- Share and focus on positive, respectful behaviours in and outside of the classroom.
- Prevent the need for intervention/ reflections.
- Follow up every time, retain ownership and engage in reflective dialogue with learners to support with restorative practice.
- Communicate with parents regarding behaviours and consequences.

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### **SLT will:**

All Senior Leaders have ultimate responsibility for the behaviour and safety of the children in the school. Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to:

- Stand alongside colleagues to support, guide, model and show a unified consistency to the children.
- Be a daily visible presence around the school, particularly at times of mass movement.
- Celebrate staff, leaders and children whose effort goes above and beyond.
- Share good practice relating to behaviour.
- Support staff in managing children with more complex challenging behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for children who require personalised behaviour plans alongside their class teacher.
- Communicate with parents when required.
- Support and monitor pupil's attendance.

### **Headteacher:**

The headteacher is responsible for reviewing this behaviour policy in conjunction with The Governing Body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages respectful behaviour and that staff deal effectively with children struggling to demonstrate the '**Ready, Respectful and Safe**' principles, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **The Governing Body and the Headteacher:**

The Governing Body/Headteacher is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **Rules and Expectations**

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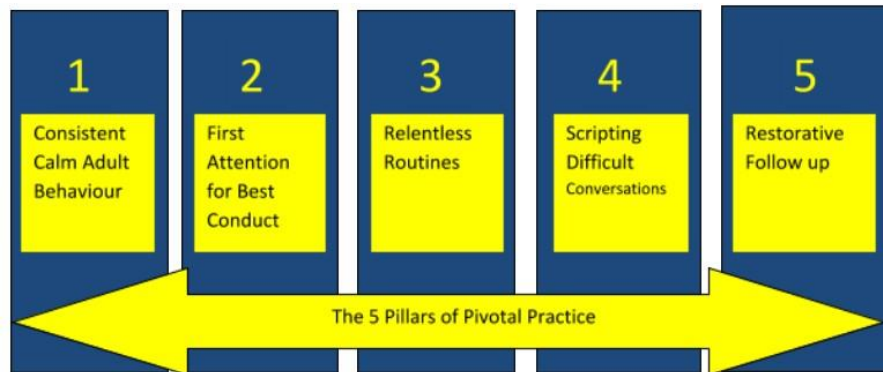
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Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

Clear and consistent approaches both within the context of the classroom and outside of the classroom are of paramount importance in promoting respectful behaviour and self-regulation within the school.

**Ready, Respectful and Safe** are the three principles that underpin the behaviour we see in school from all staff and children. When discussing behaviour, the language of **Ready, Respectful, Safe** will be used by all children and staff.

Each classroom will display and utilise the Zones of Regulation. These teach the pupils:

- To identify the pupil's feelings and levels of alertness.
- Understand their feelings in context.
- Effective regulation tools.
- When and how to use the tools.
- Problem solve positive solutions.
- Understand how their behaviours influence others' thoughts and feelings.

**Recognition and rewards for effort**

We recognise and reward children who go 'over and above'. At Tetsworth Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise for effort can be as effective as a larger, more public reward. It is the key to developing positive, respectful relationships, including with those children who are hardest to reach.

**Promoting Respectful Behaviour**

Engagement with learning is our primary aim at Tetsworth Primary School. For the vast majority of our children a gentle reminder is all that is needed to demonstrate the principles Ready, Respectful and Safe. Although there are some occasions when it is necessary for a child to be reminded of the principles, steps should always be taken with care and consideration, taking individual needs into account where

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necessary. Praise the behaviour you want to see. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

**SEND**

At Tetsworth, we recognise that all behaviours are a form of communication, and that support may be required to allow pupils to access the curriculum. All staff working with children with SEND will be made aware of any triggers and cues; strategies will be put in place so that the child is able to succeed in class. All staff working with the child will carefully observe and avoid any known triggers.

They will implement de-escalation strategies where appropriate.

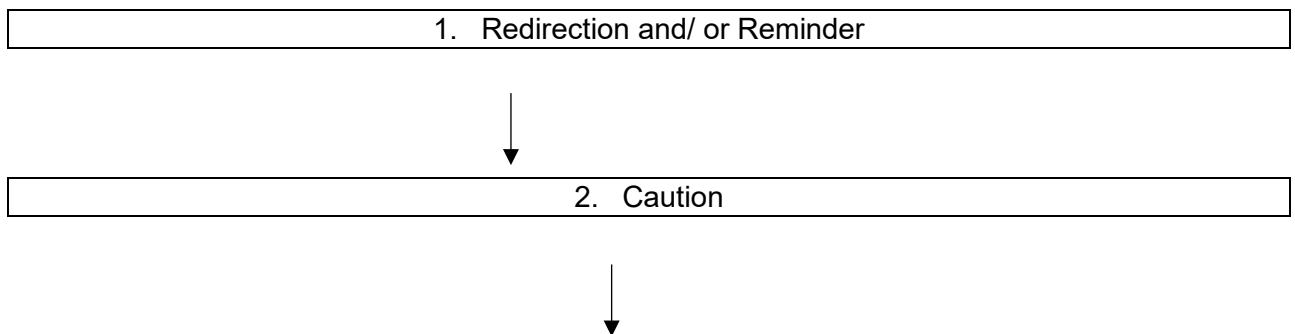
Zones of regulation will be used to support pupils in understanding their emotions, giving them strategies to overcome this so that they are ready to learn. This strategy will be used for specific children where deemed appropriate and may be used to de-escalate situations and/or as part of the restorative approach.

**In addition:**

- Where a child has significant social, emotional or mental health needs resulting in behavioural difficulties, class teachers will work closely with the SENDCo.
- A child may need a more detailed record of their behaviour being kept by staff and shared with parents on a daily basis. • Staff may need to have closer, more regular contact with parents/carers.
- Where appropriate, a child may be referred to external agencies such as the Educational Psychologist or OXSIT.
- If required, staff may carry out a risk assessment for a particular child in conjunction with the SENDCo.
- Records kept by staff will be uploaded to CPOMS

**Practical steps in promoting respectful behaviour.**

Children are taught to take responsibility for their own behaviour. Staff will respond to behaviours appropriately at the time without delegating. Staff will use the following steps to deal with inappropriate behaviour. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.



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3. Last chance/ Consequence



4. Cool Off



5. Repair – Restorative Conversation

### **Serious incidents**

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

### **Exclusions**

#### **Fixed Term Exclusions**

Tetsworth Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or

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welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

### **Permanent Exclusion**

We feel that permanent exclusion should be seen as a last resort, and we should be able to show that all reasonable steps have been taken to avoid exclusion. The governors of Tetsworth Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

### **Restorative Practice**

Tetsworth Primary uses Restorative Practice to promote respectful behaviour and resolve inappropriate behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

### **Reasonable Force**

At Tetsworth Primary School the majority of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate challenging situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise, children and staff will be given time to reflect and find a different way to deal with challenging situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

*'Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.'*

### **Off-site Behaviour**

Tetsworth pupils are expected to exemplify respectful behaviour and attitude at all times, demonstrating the key principles 'Ready, Respectful and Safe', when representing the school off-site in any event or trip. Reminders and reflections may be applied where a pupil has not demonstrated the key principles off-site when representing the school. Reminders and reflections will be aligned to the severity of the pupil's behaviour and the school will maintain a level of flexibility when deciding on the reminder/reflection. If a pupil shows any serious challenging behaviour, they would be likely to be

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removed from the trip. A member of the SLT will make this decision by communicating with the trip/event leader and parents will be informed immediately.

### **Banned items.**

Any prohibited items (any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including a child)) found in a child's possession will be confiscated. These items will not be returned to the child. Parents will be contacted by a member of the senior leader team. Searching and screening children is conducted in line with the DfE's latest guidance on **searching, screening and confiscation** July 2022.

### **Child-on-Child Abuse**

At Tetsworth Primary School we are committed to the prevention, early identification and appropriate management of child-on-child abuse and bullying (**separate Anti – Bullying Policy**). Measures to prevent such incidents occurring can be found in our **Peer on Peer/Child on Child Abuse Policy and KCSIE 2022**, as can support measures for the victims of the abuse and the perpetrator.

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