Park View Primary School
Relationships Policy
(Positive Behaviour)

The Keep Learning Trust

Creating Chances and Choices

Date of review:	March 2026
Approved by:	Headteacher
Next review date:	March 2027

Park View Primary School

Relationships Policy

At Park View Primary School we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. Chances of success and happiness, both in school and in the future, depend considerably upon the ability to demonstrate self- control and to make responsible choices regarding behaviour.

We have clear school rules and learning values, with emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners. For this to work, there has to be cooperation, communication and consistency between children, parents, staff and governors.

Park View is a Trauma Informed school and we use restorative approaches to enable children who have made the wrong choices to take responsibility for their actions, acknowledge the consequences and take steps to make appropriate restorative actions.

Measures are also in place to help improve individual pupil behaviour through support and targeted interventions where necessary.

AIMS AND OBJECTIVES

- To ensure that all children are treated fairly, shown respect and to promote good relationships
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help children develop self-respect, self-control and accountability for their own behaviour
- To develop self-esteem through success, positive relationships and awareness of how behaviour impacts on self and others
- To encourage partnership between home and school

RULES AND VALUES

We expect all our children to follow these three simple rules.

READY	✦ Be organised and ready to begin work ✦ Complete work and use class time wisely ✦ Take part in group discussions and projects
RESPECT FUL	✦ Use acceptable language towards everyone ✦ Display appropriate self-control during assemblies, break times and around school ✦ Respect the rights and property of others
SAFE	✦ lways ensure a member of staff knows where you are Only leave the classroom with adult permission ✦ Follow instructions given by adults in school

Expectations

OUR STAFF WILL:

- Refer every lesson to rules - '**Ready, Respectful, Safe'**
- **Model** positive behaviours and build relationships
- **Plan** lessons that engage, challenge and meet the needs of all learners
- Give **first attention** to those doing the right thing
- Use a **visible recognition** mechanism throughout every lesson
- Be **calm** and give **'take up time'** when going through the steps (Prevent before Sanctions)
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners
- **Never ignore** or walk past learners who are behaving badly – All staff will **STOP / NOTICE / REMIND / MOVE ON**
- **Be unshockable**

SLT SUPPORT:

- **Meet and greet** children on the playground at the start of the day
- Provide **'time out' support** when needed
- **Stand alongside** colleagues to support, guide, model and show a unified consistency across school
- Use behaviour data to **target and monitor interventions**
- Be **involved in behaviour meetings** with class teachers, child and parent.

MOVEMENT AROUND SCHOOL AND LINING UP

- When moving around school all adults insist that children do so 'calmly and quietly'
- Staff will supervise the front and the back of the line, stopping regularly to check it
- Children must be supervised at all times on the stairs and in cloakrooms
- The first child in the line holds the door for their class
- Whenever children are lining up they must leave a space between themselves and the person in front

PLAYTIMES

- Staff on duty need to be out on the playground before the time allotted and can take their class with them
- Class teachers and TA's will supervise the children on the stairs, in corridors and in cloakrooms (at the beginning and end of break)
- A member of staff on duty will blow a whistle and all children will stop

REWARD SYSTEMS

'Class Dojo' is the behaviour management tool being used in our classrooms. Each child has their own avatar, to which staff assign positive points throughout the day. Staff reward students for behaviour that is linked to the rules and values of the school, not for 'expected behaviours'.

Individual profiles can be reviewed throughout the year and parents can also view their child's achievements from home.

Children will receive Bronze, Silver, Gold and Special Dojo certificates as they collect positive points. In KS2, children will have access to the Dojo shop where they can trade their rewards for prizes.

Stickers, positive praise, star of the day (EYFS), star of the week are also used to acknowledge positive behaviour.

CERTIFICATES	
BRONZE DOJO	**50 POINTS**
SILVER DOJO	**100 POINTS**
GOLD DOJO	**150 POINTS**
SPECIAL DOJO	**200 POINTS**

UNACCEPTABLE BEHAVIOUR

All staff will be calm and consistent when dealing with unacceptable behaviour. After a verbal warning, a clear 3 stage structured response is followed. These stages are explained to the children and are referred to frequently.

STAGES AND SANCTIONS

VERBAL WARNING / REMINDER

- Clear caution delivered privately, whenever possible
- Reminder of expected behaviour / school rules – **READY / RESPECTFUL / SAFE**
- Be positive with an 'expectation' and not a negative response to the behaviour

STAGE ONE	**VERBAL WARNING GIVEN** ✦ Reminder of expected behaviour / school rules – **READY / RESPECTFUL / SAFE** ✦ Choice presented to child privately clearly outlining the consequence if they continue ✦ Use phrase, 'Think carefully about your next step' ✦ Encourage to change behaviour / 'Catch them being good / trying'

STAGE TWO	**WARNING WITH SCRIPT** ✦ Speak to the child quietly and give them a final opportunity to engage ✦ Use the **30 second scripted intervention -** GET IN / DELIVER THE MESSAGE / ANCHOR WITH EXAMPLE OF THEIR PREVIOUS GOOD BEHAVIOUR / THANK FOR LISTENING / GET OUT ✦ **Give child 'Take up time'** ✦ Child to stay behind two minutes after lesson***** ✦ Encourage to change behaviour <u>If behaviour continues:</u> ✦ 'Time Out', possibly out of the classroom, this is a few minutes for the child to calm down and compose themselves ✦ The 'two minute' loss of playtime will be used to reflect and then discuss behaviour - informally or formally **<u>Remind child that message home will be the next step</u>**

STAGE THREE	**PERSISTENT BEHAVIOUR** ✦ <u>Class teacher to inform parents in person, by phone, message via 'Class Dojo' or text asking them to contact class teacher</u> **SERIOUS INCIDENTS** This is any incident when a child puts the health and safety of themselves or others at risk. ✦ With any 'serious' behaviour incidents the child will be sent to the Head teacher or member of the SLT ✦ When appropriate the incident will be discussed with the child. ✦ The Headteacher or member of the SLT will contact parents immediately to report the incident and arrange a meeting later that day or the following morning ✦ A decision about consequences will be made during the meeting

IMPOSITIONS

If a child needs to catch up or payback time lost in learning, then a simple imposition is enforced. Unfinished work could be sent home, with an accompanying note, and must be completed that evening, countersigned by the parents and returned the following morning. The parent can see that there are natural consequences for not completing work and the responsibility for making up time is left with the child, not the adult.

PERSISTENT OR SERIOUS BEHAVIOUR

Persistent behaviour will be logged on CPOMS. Individual children will be discussed with the SENDCo and an Individual Behaviour Plan (IBP) could be created, if needed.

With any serious behaviour incidents parents will be informed on the same day. (Any extreme unacceptable behaviour must be reported to a member of the SLT immediately).

Children involved in serious incidents will not return to class immediately but will be separated and taken to the Headteacher, Deputy Headteacher or Assistant Headteacher. After discussion with staff a decision will be made by the member of SLT whether or not the child should return to class. The Headteacher, Deputy Headteacher or Assistant Headteacher will contact parents immediately to report the incident and arrange a meeting later that day or the following morning.

BEHAVIOUR MEETINGS

When a child has three incidents the class teacher will discuss the child with the relevant KS/ Key Stage Lead. If appropriate, parents will then be invited into school to discuss their child's behaviour. If this behaviour continues (six incidents) then parents will be called to have a second meeting with the Deputy Headteacher, Assistant Headteacher or the SEND Co. If behaviour does not improve (nine incidents), then parents will be contacted by the Headteacher to discuss next steps and a Weekly Report Card may be put in place.

LUNCHTIMES

At lunchtimes we aim to provide a range of activities to engage children in positive play with their peers, both inside and outside. This includes the play equipment and structured games which are led at lunchtime by staff and Sports Leaders, with the focus on co-operative play, good communication and teamwork.

The behaviour 'Stages' will be used to deal with any unacceptable behaviour.

School 'Buddies' are also on duty during lunchtime to help children resolve issues. They seek adult support when necessary and report issues to class teachers.

A member of the SLT must be informed of any extreme behaviour incidents.

Any individuals causing concern will be discussed with the Headteacher.

BEHAVIOUR OUTSIDE SCHOOL PREMISES

Headteachers have a specific statutory power to discipline children for poor behaviour outside of school premises. This is particularly pertinent with regard to bullying (either cyber or face-to-face) which may take place on public transport, outside the local shops, online, in the town or local neighbourhoods. When bullying (or other misbehaviour) outside school is reported to staff, it will be investigated and acted upon and the appropriate sanction imposed.

SPECIAL EDUCATIONAL NEEDS

When a child is on the SEND register for specific social, emotional or behavioural difficulties, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may be given an 'Individual Behaviour Plan' (IBP) which is agreed between the pupil, staff and parents. IBP's will be overseen by the SEND Co and monitored through the year.

De-escalate
When a child is in crisis (an emotionally distressed state), it is important to remember that they are unlikely to make the 'right choices'. The priority therefore is to De-escalate the situation. Ideally, this would be done by calmly giving instructions to guide the child away from the distressing situation to a safe place.
However, children will often refuse to follow instructions when in this state. If this happens, it is ok to let them walk away with the understanding that there will need to resolve the consequences of their actions later, when they are calm.
A safe and calm place will be found as an appropriate place for the child to visit in order to help them regulate their emotions (ie: a reading corner or other quiet area).

FIXED TERM SUSPENSION AND PERMANENT EXCLUSIONS

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a child suspension. Only the Headteacher has the power to exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes or suspends a child, parents are informed as soon as possible, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and explains how to do so through the letter of suspension or exclusion.

The Headteacher informs the Local Authority (LA) and the Governing Body about any fixed term suspension or permanent exclusions. See 'Suspension and Exclusion Policy' for further information.

RECORDING, MONITORING AND EVALUATING BEHAVIOUR

Every child's positive behaviour is recognised on 'Class Dojo'. Repeated unacceptable behaviour will be recorded on CPOMs. Some children may also have a Home/schoolbook or a Weekly Report Card.

CPOMs behaviour files will be monitored regularly by the SLT responsible for positive behaviour and any concerns discussed with the Headteacher and support programmes put in place when necessary.

The Senior Leadership Team will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

In accordance with section 93A of the Education and Inspections Act 2006, must ensure that a clear procedure is in place for recording all significant incidents in which a member of staff uses force on a pupil.

SLT will ensure that each record of an incident involving the use of force includes, as a minimum:

- All incidents involving the use of force must be recorded as soon as reasonably practicable after the event.

- The staff member(s) directly involved in the incident are responsible for completing the written record.
- Staff should aim to complete the record no later than the end of the same day on which the incident occurred.

The requirement to record applies in all cases, including situations where the use of restrictive interventions has been agreed with parents as part of a pupil's behaviour support plan.

- Names of the pupil and staff members directly involved.
- Relevant information about the pupil, including any identified special educational needs or disabilities and their SEN status code.
- Time, date, location, and approximate duration of the intervention.
- A brief factual account of the incident, including: Events leading up to the incident, any identified or potential triggers (if known) and preventative or de-escalation strategies attempted.

Where applicable, the type of reasonable force used, the degree of force applied, and details of any physical injuries sustained. A brief explanation of why the use of force was considered necessary in that specific instance. Details of any post-incident support, including medical treatment, emotional support, or other follow-up actions.

This policy will be reviewed regularly, with opportunities for consultation with staff, pupils and parents.