



William Shrewsbury Primary School

Building Positive Relationships Policy

'to inspire a love of learning'

RRSA Links: This policy links to Articles 19, 28 and 36 of the RRS Charter.

Our Golden Rules



Our School Values

Respect Equality Achievement Caring Happiness
Originality Unity Trust

Philosophy and Approach:

Although behaviourist approaches can work for the majority of our children, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) - traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as children in care, behaviourist approaches often serve to re-traumatise them and do not teach them how to express emotions in a more appropriate manner.

At William Shrewsbury Primary School, we therefore have an extremely positive and inclusive approach to managing behaviour that is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. It is our aim to develop a child's capacity to manage their behaviours by empathising with them and educating them about the emotions they are experiencing and by building positive relationships. We do this by creating a highly nurturing and attachment aware environment to ensure that the children feel safe, secure and highly valued. We understand that our pupils' happiness requires the presence of positive relationships. Adult and pupil relationships must be built on mutual respect and trust in the same way that we expect pupil relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. We believe in the power of positive and frequent praise for good and caring behaviour as an effective way of improving standards and relationships between individuals.

'Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.'

Key premises of our approach:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Firm but kind.
- Behaviour is a form of communication - this helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.
- Taking a non-judgemental, curious and empathetic attitude towards behaviour - we encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a certain behaviour, rather than the behaviour itself. Children with behaviour difficulties need to be regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability and provide appropriate support.
- Putting relationships first - we promote strong relationships between staff, children and parents/ carers and foster **connection, inclusion, respect** and **value** for all members of the school community.
 - 'Engage, don't enrage'
 - Connection before Correction'
 - 'The 3 Rs: Regulate, Relate, Reason'
- Maintaining clear boundaries and expectations around behaviour - in order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and consistent responses to behaviour and rewards and consequences that follow certain behaviours are made explicit. We believe that 'sanctions' that can shame and ostracise children from their peers, school community and family can often lead to potentially more negative behaviour.
- We believe that encouraging parental engagement and involvement is absolutely crucial.
- Small actions make a big difference - smiling at children, greeting them and knowing about their likes and dislikes really adds to their sense of belonging and them feeling liked, respected and valued.

Emotion Coaching

We recognise the importance of integrating Emotion Coaching into everyday practice when working with children to support the development of positive behaviour, resilience and community well-being. Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/ carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

PLACE

We use the acronym **PLACE** to support our approaches to behaviour:

Playfulness is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude is essential.

Love is about creating loving relationships - all children need love.

Acceptance is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

Empathy is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that he/ she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

Aims:

For children to have excellent behaviour for learning and to be emotionally literate and able to self-regulate their behaviours, we ensure that we do the following:

- Develop a trusting and caring environment based upon mutual respect and understanding where all people are treated 'fairly'.
- Enable children to develop reasoned self-discipline and socially acceptable behaviour, demonstrating good manners, respect and helpfulness towards each other and all adults.
- Ensure outstanding teaching and learning can take place.
- Allow all pupils at the school to reach a high level of self-esteem and ensure children are happy, feel good and enjoy each other's company.
- Maintain high standards of tidiness and orderliness around the school, encouraging children to take a pride in their environment and the wider community.
- Outline rewards and sanctions and how they will be fairly, flexibly and consistently applied.
- Teach, through the whole school curriculum, our own school values and British values which will promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves and others.
- Encourage good behaviour for children of all ages and abilities through a consistent and positive reward system.
- Provide procedures to deal with inappropriate behaviour when it does occur.
- Develop each child's emotional literacy through the use of Emotion Coaching.

Rights and Responsibilities

We believe that good behaviour is achieved when everyone recognises the rights and responsibilities of all those in the school community. Rights and Responsibilities are also taught to the pupils through the PSHE programme of study and through school assemblies.

Our rights and responsibilities:

- The right to be treated with respect
- The right to learn
- The right to feel safe

All pupils have the right to education

Responsibilities:

- Behave in an orderly, purposeful and sensible manner
- Show courtesy and respect to all members of the school and visitors
- Be thoughtful, helpful and understanding to all adults and each other

All teaching staff have the right to teach

Responsibilities:

- Ensure that all lessons are well planned and meet the learning needs of all pupils
- Use praise and individual discussions to encourage co-operation
- Respond to behaviours in a consistent manner
- Act as a regulator or co-regulator for pupils who are unable to manage their own behaviours
- Set high standards of social behaviour; be polite, well-disciplined and thorough
- Listen to children, making it clear through their response that children's comments and reactions matter
- Seek help for those pupils who need support - from parents, senior staff and outside support agencies
- Ensure that each lesson is a fresh start - all issues to have been resolved individually before a lesson begins
- Apply the school policy on bullying and equal opportunities

Parents have a right to be aware of their children's progress at school

Responsibilities:

- Maintain contact with the school
- Support the implementation of the school policies
- Respond with praise when their child is doing well at school
- Ensure children arrive at school ready to learn
- Support the Home/ School Agreement
- Be polite and reasonable in dealings with the school

Our approach to positive behaviour

Praise:

We regularly praise the children for displaying our Golden Rules and values. We use verbal praise and silent gestures such as a smile, a nod or a thumbs up. Staff can also give out tokens and raffle tickets. A running total of tokens are collected and rewards given out when a given number are reached.

Rewards (see Appendix A)

Positive relationships:

Every adult in school is expected to support the building of positive relationships through getting to know every child in their care. This will include finding out about their likes and dislikes, what they do at the weekend, what football team they support or who they dance with on a Saturday morning. This is an extremely important part of how we support positive behaviour at school and ensure every child feels special.

Emotional Barometers (see Appendix F) are also used to support children with their emotional state and to share this with class teachers. Teachers can then support children (often in the morning) to help with any barriers to their learning.

School Assemblies:

Assemblies regularly cover our values and Golden Rules as well as links to the RRS programme and other key issues relevant to our school, our community and the wider world. Every Friday, children meet in KS1 and KS2 where their hard work and positive behaviour is celebrated. Members of the class will receive an Apple Award (KS1) or Learner of the Week or a Golden Rules certificate. The Colour Classes that receive the most tokens are also rewarded as well as those children who managed to move up the behaviour diamond throughout the week.

Prefect Systems:

The Year 6 pupils have the opportunity to become a Prefect, Play Leader, Perfect Pal, Colour Family Ambassador or Lead Ambassador, School Council Leader, a Cool Kid or a member of the Student Leadership team. All these positions are considered special within William Shrewsbury and pupils are expected to carry out their responsibilities within these roles judiciously.

Play Leaders:

Play Leaders are selected in the summer term when in Year 5. These pupils then attend training. They give up their playtimes to work with dinner supervisors and teachers when they are on duty. However, their main aim is to assist pupils who experience some worry, problems or need a friend during playtimes and support with games or activities to play co-operatively. They help children learn games they can then play with their peers and supervise resources to use for outside play. They are also able to assist with games on wet days in the Year 3/4 classrooms. Play Leaders can be easily identified by the children because of their caps. Play Leaders have duties on a timetable to help direct them to areas of the playgrounds where children and staff need assistance.

Perfect Pals:

Perfect Pals receive peer mediation training. They help throughout the playground, supporting children at playtimes and lunchtimes and assist with bullying issues within school. Perfect Pals are also timetabled but often work with teachers to support children who are having some problems at breaks or lunchtime.

Playtime Behaviour

At lunchtimes and playtimes, children have access to a range of support to help them have a happy and successful break:

- Playleaders in the playground

- Perfect Pals
- Teachers and Teaching Assistants on duty
- Access to 'drop in' sessions with our Hope worker (Mrs Salt)
- 'Chill-out' areas

Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children; listening to the children; supporting play; getting to know them; modelling calm and respectful behaviour.

If there are ongoing concerns about the behaviour of a child at dinner time, the lunchtime supervisors seek support from the class teacher in the first instance.

The use of 'bans' from certain activities (e.g. bans from football) can be used to support behaviour at playtimes and lunchtimes. If what the child is doing causes an issue then the child may be asked to leave the pitch for a short period of time or stand with a member of staff to help resolve the situation. This should, however, only be for a period long enough for the child to be helped to regulate their behaviour.

In order to ensure a high standard of positive behaviour during playtime the following should be observed:

1. The teacher on duty should dismiss their class promptly and ensure that they are outside straight away in order to supervise the children.
2. It should be ensured that all children are outside and not inside unless supervised.
3. The member of staff on duty should keep a close eye on children and manage behaviour to avoid possible problems.
4. Members of staff should engage the children by circulating on their own and not standing in pairs or groups.
5. The member of staff on duty should try to help children who find it difficult to mix and join in with others (encourage the support of Perfect Pals).

Our approach to negative behaviour

The majority of our children are very well behaved but we also ensure that we address any negative behaviour issues that occur. Children must be made aware that their behaviour may have consequences.

Key Stage 1

Class Rules: All KS1 classes have positive expectations that should be devised through discussions with staff and children. These should be agreed and displayed in each class as a 'Class Charter' - linked to the UNCRC. This class charter may be referred to regularly in order to support positive behaviour.

In EYFS, the provision is organised so that it has a positive impact on behaviour in terms of space, access and choice of activities. We promote positive behaviour and relationships where children treat each other with care and respect. We help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

Clear expectations and boundaries are established from the start, focussing heavily on activities that encourage sharing, negotiation and cooperation. Staff model appropriate behaviour in different contexts and set good examples. We also discuss with the children what is acceptable behaviour in all areas of learning.

In key stage one, children's actions and behaviours are praised verbally or with stickers and class tokens. Children following the 5 Golden Rules are awarded the Golden Apple in our weekly Apple Assemblies.

Any behaviour issues are dealt with promptly and handled in ways appropriate to the child's stage of development and level of understanding.

This might include:

- calmly intervening to stop children hurting each other or behaving in an unsafe way
- offering a simple explanation or alternative to the child
- working to help children negotiate or solve problems
- using the consequences of children's actions to help them learn

Where necessary we work closely with parents and carers to offer support and share strategies ensuring a constant approach.

In some cases we would involve the SENCO and set up an individual plan with specific targets related to behaviour.

Key Stage 2 (including Year 2)

Class Rules: All KS2 classes have positive expectations that should be devised through discussion with staff and children. These should be agreed, signed by everyone concerned and displayed in each class as a 'Class Charter' - linked to the UNCRC. This class charter may be referred to regularly in order to support positive behaviour.

We run a 'Behaviour Triangle' system (*see Appendix B*). This is used to support positive behaviour where the children can move up the chart and receive rewards as they do so. If children find themselves on the negative side of the chart, this is kept by the class teacher as a record (and not displayed on the wall) to prevent children from feeling the collective and humiliating response to their behaviour choices.

If there is a serious incident, such as physical violence or abusive language, then the child will be accompanied to the member of the Senior Leadership Team responsible for that phase:

Mrs. Pearson - Early Years; Mrs. Hayden - Years 1 and 2; Mr. Runacus - Years 3 and 4;
Mr. Randles - Years 5 and 6.

Mrs. Curtis may be used if other Managers are not available or the behaviour is considered serious enough to warrant being sent to the Headteacher.

Serious incidents

On the rare occasion that a situation becomes unmanageable in the classroom, sending a red card may be required. A red card may be used anytime a member of staff feels further help is needed within the class. This may be for behaviour problems that may escalate, medical situations or anytime when an extra adult would allow the situation to become safer or calmer. E.g. If a child refuses to go to an SLT member, a red card will be sent requesting help.

Leaders in consultation with staff and/or parents will decide if pupils need further sanctions, set programmes or any other behaviour support.

Year 5 and 6

Class teachers use expectations of good behaviour from the eldest and most responsible pupils in school. At this stage pupils are beginning to be encouraged to be more conscientious and accountable for their own behaviour in preparation for

secondary education. They are also trusted with a number of important jobs at this stage of their time with us.

Pupils misbehaving in Year 5 and 6 classes are dealt with quickly to allow as little disruption to their lessons as possible (see Appendix B)

Further disruption would lead to a behaviour report, removal of their prefect badge/badges and personal targets being set to achieve the prefect badge again.

At this stage Mrs. Curtis/Mr. Runacus and/or the class teacher would have discussed the child's behaviour with their parents and would organise a programme/plan to suit the individual situation.

Further support for Pupils

In some cases, positive behaviour groups may be established to help support pupils who may have social difficulties relating to other children, low self esteem or may appear to consistently need assistance with managing their big emotions. These will have been reviewed and acknowledged as important when considering the varying behaviour in different cohorts and age groups.

These groups may be:

- A Friendship Group: A circle of friends/ support group organised by the school staff may be used with the older pupils when necessary.
- Small positive behaviour support groups to help pupils understand and control their actions may be structured by SLT to meet individual pupils' needs. These groups may be in the form of nurture groups where pupils feel safe or small groups where individual needs are addressed (sometimes with the help of peer mediators - 'Perfect Pals').
- Individual support meetings to provide opportunities for pupils to communicate effectively, reflect on behaviour, learn coping strategies or have an adult to listen to their problems may also be used.
- Lunchtime behaviour groups: Games Club to pre-empt issues that occur at a time when pupils are stressed and need adult attention. Games Club is organised at 1 p.m. to 1.25 p.m. (KS2 lunch hour) and provides KS2 pupils with constructive activities that also direct energy into creative production, allowing pupils' time to socialise with older pupils and have an adult to communicate with besides their teacher.
- HOPE 'drop in' sessions.
- Positive Play sessions held in the Positive Play room.
- Helping Hands intervention

Individual Behaviour difficulties

If we notice that a child is consistently finding the school expectations difficult to follow, we would involve and work with the family to ensure we provide the most appropriate support for the child. This may involve holding 'Team Around the Family' meetings at school where we would invite the child's family and any other relevant agencies involved with the child/ family. From the meeting we would hope to gain a deeper understanding of the reasons behind the behaviour and agree on some actions that we would hope would have a positive impact. If appropriate, the child may be informed of the decisions made at the meeting or be involved in the meeting themselves. On occasion, however, it may not be appropriate for the child to be aware of these meetings as it may cause further anxieties. We understand that often, unwanted behaviours are not observed because the child has 'chosen' but because of

being unable to manage their big emotions and for this reason, we do not feel the need to hand out target sheets or to put children on report. Instead, we would offer support to meet the reason behind this behaviour. If it was felt that school alone could not meet this need, we would refer on to other agencies to have a more multi-agency approach in meeting the need in a holistic way. This may be a referral to a family support agency, to CAMHS or to health professionals such as the school nurse.

Internal Exclusion

In cases of extreme behaviour, children may be given an internal exclusion whereby they are excluded from the classroom and their peers for a fixed period of time. During this period, children will also be given counselling to support them in making the correct choices with their behaviour in the future. The 'Problem Solving' sheet (Elsa Support) - (see Appendix D) may be used for this.

Exclusion from William Shrewsbury School for a Fixed Period

For Fixed Period Exclusions we will follow the set procedures set out in the DfE 2012 guidance which came into effect from 20th June 2012 and updated 19th July 2017. For pupils having a fixed period exclusion of four days or less the school will make efforts to provide school work for the exclusion. Before the exclusion the pupil will also have targets that will need to be met when the child restarts the school day. Visit for further detail:

<https://www.gov.uk/government/publications/school-exclusion>

Physical Restraint

Refer to William Shrewsbury Physical Restraint Policy.

Anti-bullying/ Cyber-bullying

Refer to William Shrewsbury Anti-bullying Policy.

Misbehaviour of a pupil outside of the school day

See Appendix C

Record Sheets for incidents and meetings.

The Leadership and Management team use a system of incident record sheets and behaviour logs to record incidents with children, meetings with children and meetings with parents (see Appendix E)

Review and Development

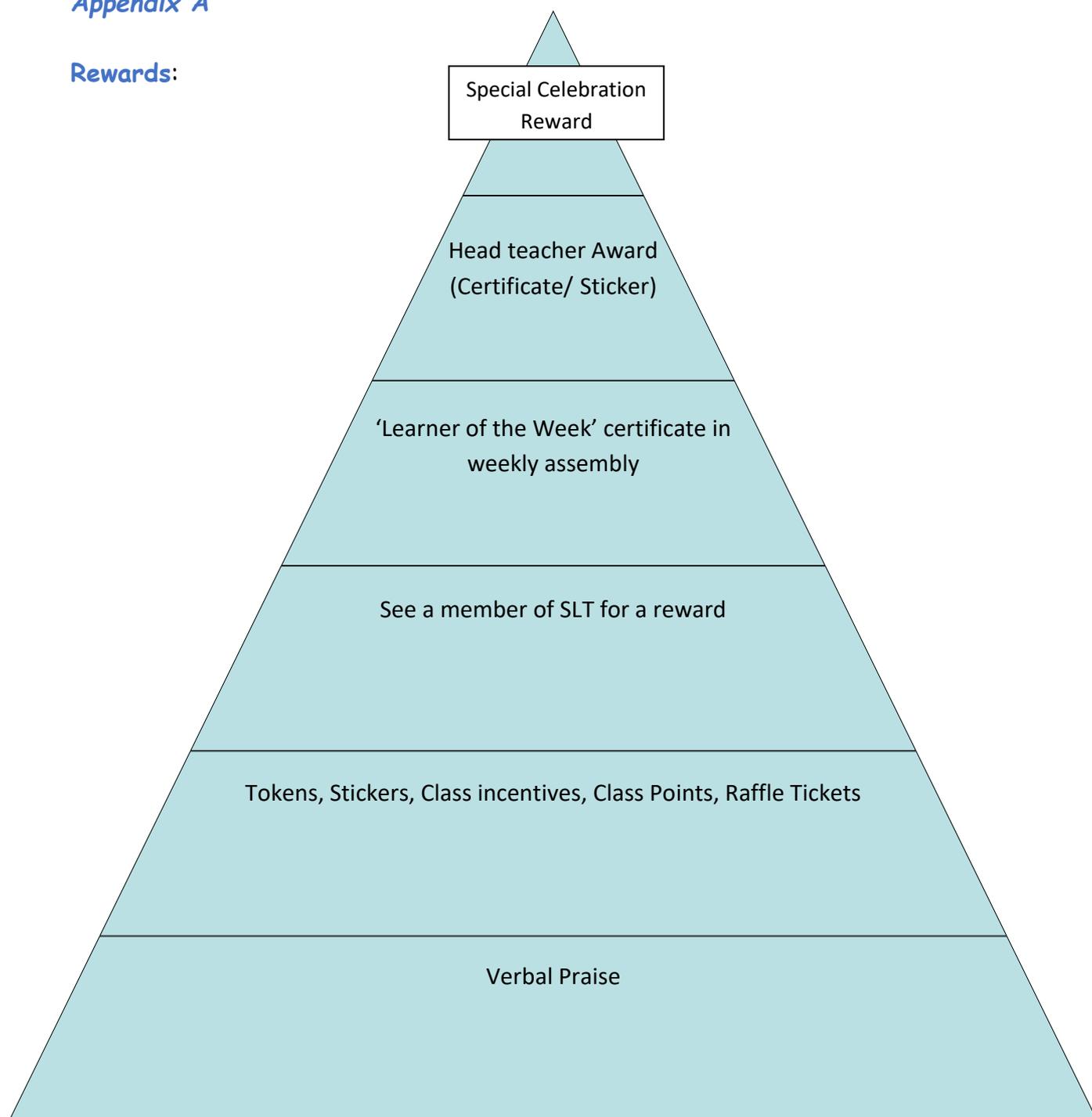
This policy is constantly being reviewed and improved as William Shrewsbury's whole school develops and expands the wide variety of strategies used to maintain behaviour and learning to aid our pupils' welfare. It is up-dated annually.

Next up-date: Autumn 2020

M. Runacus (Deputy Headteacher)

Appendix A

Rewards:



Collection of running totals for tokens - A running total of tokens given are collected by the class teacher. When children reach a specific total, the following rewards will be given:

250 - Extra playtime

500 - Art/ ICT Reward

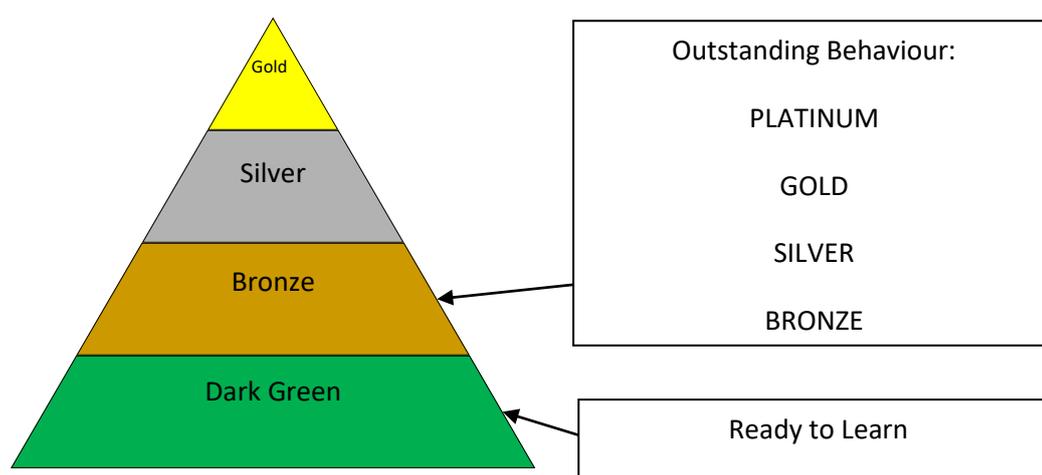
1000 - Film afternoon

2000 - Own Clothes Day

Appendix B

KS2 Behaviour System (including Year 2)

Our KS2 system uses the following model:



All children begin on dark green and are 'Ready to Learn'. When they display excellent learning behaviour, they will move up into the 'Outstanding Behaviour' section (Bronze). This child then gets the opportunity to move up to Silver, Gold then Platinum.

The following behaviours might be examples of Silver level: consistently excellent attitude to learning, supporting other children with their learning, and Gold/ Platinum level: making contributions to whole class learning or projects, exemplary behaviour and role modelling to others.

However, if a child misbehaves (e.g. shouting out, talking when the teacher is talking etc.) they will be given a verbal warning. If they fail to listen, they are then given a second warning and a tally mark is made next to their name on a class list (this is kept by the teacher and not displayed on the wall). If a child **continues** to misbehave the following will happen:

Tally x2 - Second warning given.

Tally x3 - Moved to another place in the room. The child will be sent to another place in the class to continue their work.

Tally x4 - Time out of break/ lunch to complete work missed or discuss how to improve learning behaviour for next time. This will occur in the child's classroom

(under no circumstances will a child be sent to stand out the HT office unless directed to by the HT or DHT).

Tally x5 - Sent to the Phase Leader. If the Phase Leader needs further support in dealing with the child's behaviour, they may take the child to the DHT/ HT.

Please note that *every section of the day* is a fresh start (First session - Until Break; Second session - Break until lunch; Third session - Afternoon). However, if a child is given three tallies in each of the three sessions (9 per day) then this would warrant being sent to the AHT.

Raffle Tickets - For children who move up to the 'Outstanding Behaviour' section, they are given a raffle ticket every time this happens. At the end of the term they are entered for a prize draw. Therefore, the more tickets they achieve the greater chance they have of winning.

Collection of running totals - A running total of tokens given are collected by the class teacher. When children reach a specific total, the following rewards will be given:

250 - Extra playtime

500 - Art/ ICT Reward

1000 - Film afternoon

2000 - Own Clothes Day

Appendix C

Misbehaviour by a pupil outside of the school day, when they are not on the school premises and are not under the lawful control or charge of a member of staff of the school (Education and Inspections Act 2006 s.89 (5))

The school will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school:

**have repercussions for the orderly running of the school*

**pose a threat to another pupil, a member of staff or member of the public*

**could adversely affect the reputation of the school*

Problem Solving

What did you do?

What happened?

What could you have done instead?

What was the consequence?

How did it make you feel?

How would you feel then?

What would the consequence be now?

Work through the questions and see which way is best. Remember next time you face a problem to choose the better way.

eLSR support

Appendix E

REPORTED INCIDENT OF NEGATIVE BEHAVIOUR

Names/ Names of children involved:	
Year Group/ Class:	
Date:	
Where was the incident?	

Brief account of the incident:

Actions taken:

Member of SLT informed:

Signed:

Appendix F

Emotional Barometer (A3)

