



# Positive Relationships & Behaviour Policy



<b>Name of School</b>	<b>Prospect Vale Primary School</b>
<b>Date of Policy</b>	<b>October 2023</b>
<b>Member of Staff Responsible</b>	<b>Nicola Gaulton</b>
<b>Review Date</b>	<b>July 2025</b>

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To be reviewed July 2025

## Introduction:

This Positive Relationships and Behaviour Policy is the cornerstone of the culture of school. It is a culture of respect for all, equality of opportunity and endless tenacity to remove barriers for both child and adult success in life. All staff and children contribute to this culture. We understand that all children have unique backgrounds and experiences, both negative and positive, which may be presented through their behaviours. This is what makes Prospect Vale Primary School unique. At Prospect Vale we are very clear about our culture. Irrespective of behaviour expectations outside of school and in the wider community; this how we do it at Prospect Vale Primary. How we do it is not based on a punitive set of rewards and consequences, but is encapsulated in the relationship between adult and child and the relentless investment into the quality of this relationship, based on identifying and promoting self-esteem, self-worth and high expectations.

## Promoting Positive Behaviour & Anti-Bullying Policy

### Philosophy and aims:

The aim of our school is to give all pupils the skills for living and learning and to involve them in a well-structured, relevant curriculum appropriate to their needs and ability. We wish to promote positive attitudes towards learning and to have high expectations of appropriate conduct, in lessons and around school. Enthusiastic attitudes towards learning will undoubtedly ensure that disruption is minimised and that progress is optimised.

Our Relationships and Behaviour policy celebrates diversity and is rooted in the belief that all members of the school, regardless of age, race, colour, religion, gender or disability:

- are of equal value as human beings
- have a valuable contribution to make to the life of the school
- are responsible for their own actions
- are entitled to a happy, calm learning environment

We believe the greatest tool to positive behaviour is our relationships with the children. We believe this should also be modelled in the way in which adults work together. We aim to foster an atmosphere of mutual trust and understanding in which meaningful and worthwhile learning can take place. Good behaviour makes effective teaching and learning possible. **Negative behaviour disrupts these processes.**

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We value links with homes and partnerships with parents and carers in underpinning the principles in this policy. We transfer our high expectations on educational visits. If any family circumstances change, we ask parents and carers to inform us. It really does help us to understand your child's behaviour.

### Rewards:

In this school we believe all pupils should be encouraged to do their best, to have an opportunity to shine, and their success will be recognised.

We may reward positive actions and attitude to others with;

- Praise- verbal and written
- House Points and tokens
- Stickers
- Golden time/ additional playtime
- Headteacher' s stickers
- Being a member of one of the School Councils.
- Positive communication with parents
- Displays of good work in the classroom and around school
- Work shown to other staff - including the Headteacher
- Pupil of the week and star of the week certificates in weekly Celebration assemblies.

In classes a ladder system is used to visually reward children for their efforts. The 5 Steps are:

- 1- 2 House Points
- 2- Sticker from class-based adults.
- 3- Number 3 ladder certificate from a Senior Leader
- 4- Positive behaviour badge from Headteacher to wear on uniform
- 5- Name recorded for the Termly Reward with the Headteacher.

### Sanctions:

All instances of poor behaviour are dealt with appropriately. When behaviour problems do occur, we always try to listen and endeavour to establish the facts. Only when we are certain of the facts can we then act. Then we apply rules firmly and fairly. **Sanctions have been discussed with all classes.**

The following sanctions **MAY** be appropriate;

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- Verbal reprimand
- Change of seat within the room
- Periods of withdrawal to another classroom
- Additional tasks
- Written or drawn reflections on specific incidents (Using the philosophy of Restorative Approaches.)
- Letters of apology
- Loss of privileges (e.g. lunchtime role)
- Staying in at playtime under adult supervision
- Parental involvement
- Individual monitoring report
- In severe cases fixed term or permanent exclusion

All classes have a 'snake system' whereby whole school sanctions are made clear. There are 5 steps:

- 1- Verbal/ Non-verbal reprimand and reminder of expected behaviours
- 2- Further, more serious verbal reprimand and reminder of next step on the snake.
- 3- Conversation with a Senior Leader
- 4-Headteacher involvement (Deputy Headteacher in Headteacher's absence) This may also lead to 5 minutes loss of Golden Time.
- 5-Parents informed and invited to meet with appropriate school staff to discuss a positive way of moving forward.

The snake and ladder system are fluid in nature, so children can move on and off the ladder and snake through each day. Children are made aware of this and each day is a fresh start.

### Pastoral Support:

As a school we recognise that all children have different backgrounds; *no two children have identical lives or lived experiences*. We know that some children go through Adverse Childhood Experiences (ACEs) and trauma which may affect how they interact with others in school.

All children in our school can access additional pastoral support and is not restricted to particular groups. All adults within the school are expected to respond to incidents of poor behaviour as well as to those of particularly good behaviour. We believe that consistency of approach is important and we all take

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responsibility for fostering the expectation that pupils will behave well. *Our snake and ladder model assists us in doing just that.*

In addition, many Upper Key Stage 2 pupils have roles within the school which encourage good behaviour of younger pupils as well as giving those pupils themselves a sense of the importance of their own behaviour. At lunchtimes, many have responsibility for helping with Key Stage 1 classes. Some help maintain the flow of children through the hall and dining room and others pour drinks and generally assist younger children. These roles are considered a privilege and earned through positive attitudes and behaviours.

We have our 'Thrive Hive' room; a safe space accessible to all, which has been designed to be very different to that of a classroom environment. It has sofas, is designed to be low-stimulant, and offer a nurturing environment.

### **Exclusions:**

A decision to exclude a pupil from this school will only be taken:

- In response to serious breaches of this school's Relationship and Behaviour policy
- If allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school
- We will always try to support the child, working alongside external agencies such as Stockport's Inclusion Services and Primary Jigsaw.

**Unacceptable behaviour which might result in exclusion includes:**

- Safety of Others
- Affecting the education of others
- Fighting
- Verbal abuse
- Physical violence
- Bullying
- Racism
- Vandalism
- Theft
- Drug related incidents

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This school takes a very serious view of incidents of this type and in extreme cases the headteacher has the power to exclude for a fixed period of time or permanently.

If a pupil's behaviour leads to exclusion, this school will follow guidelines provided by Stockport MBC. As part of the process, parents will be informed of actions taken.

### **Bullying, LGBTQ+ phobia and Racial and Religious Intolerance:**

**This school is committed to a whole school approach against bullying, LGBTQ+ phobia and racial and religious intolerance.**

If incidents occur we will take the following action;

- All incidents will be recorded and investigated as soon as possible
- Support will be given to the victim and the bully
- The bully or instigator of racial intolerance will be given opportunities to explain their behaviour
- There will be regular follow ups to monitor the situation
- Parents of both parties will be kept informed of progress
- Sanctions will be considered
- We annually acknowledge Black History Month in October, but have threads of black history running throughout our curriculum
- Staff respect diversity in families/children. Training has taken place using Stonewall literature.

### **Care and Control:**

There are rare occasions when the restraint of pupils is necessary.

Teachers and other persons who are authorised by the headteacher to have control or charge of pupils may use reasonable force to prevent pupils from:

- Committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility
- Injuring themselves or others
- Causing damage to property, including their own property
- Engaging in any behaviour which has a negative impact on maintaining good order and discipline in the school or among other pupils where ever this behaviour occurs.

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All teachers are authorised to use reasonable force to control or restrain pupils. Staff receive 'Team Teach' training.

*This school adheres to guidance given in Stockport Local Authority's "Care and Control" document.*

### **Restorative Approaches:**

At Prospect Vale we work in a relational manner and act as role models for positive interactions for our pupils. We try, where appropriate, to use the Restorative Approach (RA) model to find the best resolution to issues which may arise in school.

### **Anti-Bullying**

At Prospect Vale Primary school, we want to ensure that all children feel safe and secure.

An important part of our ethos is that all children are unique and valuable and must be allowed to feel they are worthwhile.

**We will not allow bullying behaviour to go unchallenged.**

We need to have a clear definition of bullying. The charge of bullying is easily made, and all of us, children, parents and school staff, need to be clear exactly what is meant by bullying.

Bullying is deliberately and persistently hurting another person, or threatening to hurt them. This can involve physically hurting someone; it can be verbal, involving name-calling. It can involve the spreading of nasty stories or rumours, or deliberately excluding a person.

Bullying may be carried out by an individual or it may involve either a group of people or one person manipulating the behaviour of others for their own ends.

Bullying is not hurting others by accident. An isolated incident may alert us to but it is not bullying. Calling someone by a name they are not happy with is not bullying.

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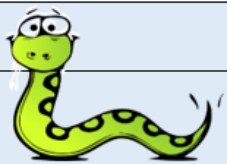
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### What do the school staff do about bullying behaviour?

- We treat all reports, allegations and incidents of bullying seriously, investigate thoroughly and take prompt, appropriate action.
- We encourage open discussion - bullying thrives on secrecy.
- Where appropriate, incidents may be discussed in circle time.
- We recognise that low self-esteem may be a characteristic of the bully as well as the victim.
- *We do not allow the term bullying to be used when it is not accurate.*
- We seek to support both the victim and the bully - encouraging both to understand what is happening and reasons why along with next steps.
- Through our PSHE programme and assemblies we give the children an understanding of how people behave in different circumstances and how our behaviour affects others. We regularly celebrate anti-bullying week.
- We take a pro-active stance. Staff and pupils are alert for signs of bullying and can take swift action to stop escalation of a situation. Staff and pupils both play a part in ensuring that bullying is not allowed to happen in school.
- The Head teacher is informed of all serious incidents.
- A report form is filled in for serious incidents, and these are filed in the Head teacher's office. Incidents of Homophobia are logged.
- We consult the parents of the pupils involved.





Ladder 	Snake 
1. Two house points	1. Verbal/Non-verbal reprimand/reminder
2. Sticker	2. Firmer verbal warning/reminder
3. Certificate	3. Conversation with a Senior Leader
4. Positive Behaviour Badge	4. Headteacher involvement
5. Termly reward with Headteacher	5. Parents invited to speak with Headteacher

- Class Teacher and Class LSAs are to manage the snake and ladder for their class.
- All other staff can award house points to children.