

## Positive Relationships Policy

Date	Revision amendment details	By whom
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Highlees Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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## **Section 1: Vision and Values Statement**

At Highlees Primary School we believe that every child deserves a welcoming, safe and caring environment, where all relationships are based on fairness and consistency throughout the school. We aim for our children to have respect for themselves, the other children, and the school environment. All members of staff at Highlees Primary School model a positive attitude and mutual respect which will promote and develop our children's positive self - esteem and self - discipline, whilst modelling and maintaining high expectations of good behaviour. By working together, we believe that our children at Highlees can achieve the mission statement of '*Bringing out the best*'.

***Every child has the right to learn without disruption or the disturbance of others.***

***We are all responsible for showing respect to ourselves, others and our school.***

***Good behaviour is a necessary condition for effective teaching and learning to take place.***

## **Section 2: Roles and Responsibilities**

**The Principal and Senior Leadership Team** will support colleagues in the implementation of the below procedures. **Responsibility for behaviour across the school belongs to all staff.**

**All Staff: Teaching (including supply), support or volunteers** have the responsibility for ensuring that all procedures are followed and are applied consistently by all children (not just those within their class). All staff should be aware of these and will maintain a consistent approach at all times.

**Children:** Our children are responsible for their actions. Children are involved in creating policies and information is regularly shared with them through classrooms, phase assemblies and key stage assemblies. In the incident of bullying or aggression, these must always be reported to an adult. From here, staff will act accordingly and will complete any necessary actions.

**Parents/Carers:** Parents who have chosen to send their child/ren to Highlees Primary School agree to support these procedures and to make sure that they are developing and encouraging good behaviour at all times. High standards are the expectation and parents/carers are instrumental in encouraging this through working in partnership with the school.

## **Section 3: Whole School Approach to Positive Behaviour**

At Highlees, every opportunity should be taken to recognise, praise and promote positive behaviour and achievements. Reinforcing positive behaviour plays a big role in behaviour management and praise can be given formally, informally, in public or in private, to individuals or to groups.

Typical rewards for positive behaviour are:

- Verbal praise
- Positive communication with parents
- Class Dojo rewards
- Certificate presented in 'Values Assembly'
- Stickers
- Postcards

As well as this, the children will also be invited to show their good work to the Principal and other members of the Senior Leadership Team. In order to further boost self - esteem, this work could also be showcased on the school's website, on display around the school or even shown during assemblies.

#### **Section 4: Supporting All Learners**

At Highlees Primary school we endeavour to provide an environment, opportunities and learning that will develop pro-social feelings towards each other. There are many ways that teachers and other school staff can promote prosocial behaviours throughout the school day and reduce disruptive, difficult or dangerous behaviours. However, this may often include making adaptations for identified children due to SEND, social and emotional needs and learning needs or those who have an Education Health Care Plan. Where difficult behaviours can be anticipated, teachers should plan strategies to minimise or prevent these e.g. by enabling access to sensory activities/movement breaks. It is the responsibility of all adults involved with the child at different times of the day to anticipate situations that a particular child may find challenging.

#### **5. Examples (but not a definitive list) of Detrimental Behaviour:**

Almost all children at Highlees Primary School may display the following behaviours in the classroom or around school:

- Silliness at an inappropriate time
- Being unsafe e.g. swinging on chairs
- Continuous talking/chatting during lessons
- Shouting out during lessons
- Running in corridors

However, at Highlees Primary School, we also acknowledge that certain children will be identified as High Needs and SEND children. These children may, at times, find it difficult being in school, being with other children/adults and find it difficult to manage their emotions. With this, examples of detrimental behaviours that these children may display in the classroom or around the school are:

- Swearing
- Disruption to learning
- Leaving the classroom
- Physically hurting others
- Refusal to follow appropriate instructions
- Racist/Homophobic language

If a High Needs or SEND child displays a behaviour from the above list, they may require a different type of consequence as opposed to a child who is able to remain regulated and make the right choices almost all of the time.

E.g. Telling a High Needs or SEND child that they are missing their playtime/lunchtime **will not** have the same effect as it would on another child.

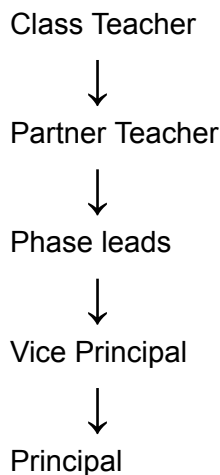
### **Section 6: Procedures for Managing Detrimental Behaviour:**

1. **Reminder** – the adult will remind the child of what they want them to do. This may be done in private and the child will be given time to reflect on their choices
2. **Reasonable Adjustment** - At this stage the adult might offer a reasonable adjustment (see below)  
Would it help if:
  - You moved seats?
  - You sat near an adult?
  - You had a drink of water?
  - You went for a walk?
  - I wrote the first sentence to help you start?

The above are examples. Teachers and the team of adults know their children and the reasonable adjustments that will help within specific situations.

3. **Warning** – as above, and the adult will repeat the instruction to the child so he/she knows that this is their final opportunity to amend their behaviour. With this, the child is reminded of the school's expectations and is offered 'Time To Think' which can take place where they are seated or outside of the classroom at a sensible location, such as the Zen Den (if appropriate) or a table located in the corridor. Reflection time should last no longer than 5 minutes.

If the behaviour of the child doesn't improve, the child is to work with the following adult/s:



Where appropriate, the Family Support Worker will be asked to assist and work with the child in order to help regulate him/her and discuss any next steps required.

### **Extreme Behaviours**

If behaviour escalates quickly or the child does not respond to the steps above, resulting in an unsafe environment, the adult will evacuate the classroom. This will be done calmly, giving minimum attention to the child displaying inappropriate behaviour e.g. *"Most of you are working so well I think we will go outside for extra playtime."* A senior leader will be called to deal with the situation.

In all cases, when an evacuation has taken place, parents will be called and an appropriate consequence will be sought.

### **Children who repeatedly reach Time to Think**

When a child repeatedly makes inappropriate behaviour choices, a meeting will be set up with the SLT and class teacher to discuss reasonable adjustments to support and encourage an improvement. Details of this meeting will be shared with SLT and parents and parents may be invited to attend, where appropriate.

Reasonable adjustments may include:

- Support in the short term for specific lessons
- A learning space in the classroom away from peers
- Time-tabled sensory breaks
- Alternative arrangements at lunch and break times that support social skills

### **Inclusion Not Exclusion**

At Highlees Primary School, we strongly believe that excluding children from our school does not support our aim to ensure that our school is truly inclusive. Children who display the most challenging behaviour are those who need us the most.

However, we recognise that all children and staff have the right to learn in a safe environment. Children who display persistent aggressive behaviour to adults or pupils will be supported by the Pastoral Team.

Support may include:

- Therapeutic interventions
- Social skills groups
- Support during ‘flashpoint’ times of the day including transition periods, lunchtime and playtime and at the beginning and end of the day
- Be taught in alternative spaces across the school
- Alternative provisions and an adapted curriculum

We recognise that there are times when children's needs are such that they cannot be met in a mainstream setting. In these situations, our SENCO team will work with the Local authority, following the stages of our SEN policy, to ensure that suitable alternative education is provided, and child and parent will be supported in this transition. When needs cannot be met within school, and the child is waiting for alternative placement, fixed term exclusions may be used to defuse situations for both the child and staff.

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

Where anti-social behaviour is deemed to be child-on-child abuse in any form, it will be recorded appropriately on ScholarPack. This behaviour is then monitored closely by SLT and appropriate work undertaken with the child to ensure they understand the behaviour and this is not repeated. This is in line with the Safeguarding and Child Protection Policy and KCSIE.

### **Section 7: Responses to Detrimental Behaviours**

At Highlees Primary School, we understand that certain behaviours are detrimental to children, their peers, the staff and the learning environment. Because of this, we will use a variety of responses which the team of adults feel suit the type of behaviour and specific situation.

Below is a table of some responses that may be given to the child, depending on the level of behaviour:

Level of behaviour (Arbor Core)	Possible Response to detrimental behaviour (dependant on behaviour exhibited)
Level 2	<ul style="list-style-type: none"> <li>● Loss of playtime/lunchtime</li> <li>● Moved to a different learning area</li> <li>● Time out with Head of Upper/Lower School</li> <li>● Parents/carers informed by class teacher</li> </ul>
Level 3, 4 and 5	<ul style="list-style-type: none"> <li>● Loss of playtime/lunchtime</li> <li>● Moved to a different learning area</li> </ul>

	<ul style="list-style-type: none"> <li>● Time out with Head of Upper/Lower School</li> <li>● Parents/carers informed by class teacher</li> <li>● Parents/carers invited for a meeting with member of SLT</li> <li>● Child will be internally secluded for a period of time</li> <li>● Suspension from school</li> </ul>
In extreme cases	<ul style="list-style-type: none"> <li>● Part - time timetable (agreed by Local Authority)</li> <li>● Suspension from school</li> <li>● Permanent exclusion</li> </ul>

With regards to those children identified as High Needs or those that have SEND needs, they will have a bespoke behaviour plan which will outline possible consequences to detrimental behaviours. This will be based on their individual need and support that they require.

All Behaviour Plans will be created by the class teacher with help/support from the child's previous teacher, school SENDCo and/or SLT.

### **Section 8: Recording, Reporting and Communication with Parents/Carers**

Staff who deal with an incident of behaviour are responsible for recording this on Arbor Core and the Leadership team will follow this up where they deem it necessary.

Initially, and depending on severity, this may be communicated to parents/carers by the class teacher or Phase Leader, before being escalated to the Assistant Principal, Vice Principal or Principal. This may be completed by either a telephone conversation or a face-to-face conversation.

Detrimental behaviours that are recorded on Arbor Core should be those that are categorised as 'Level 2' and above. These recordings can/will be referred back to by SLT if required.

### **Section 9: Part-time Timetable**

In exceptional circumstances, there may be a need for a child to be placed on a temporary part-time timetable. This will be used in instances where being in full time education is not considered to be in the best interests of the child's mental or physical health. This may be to reduce their level of anxiety, to re-integrate them after a long absence or as a protective measure, where their behaviour is persisting in causing harm to others despite all attempts to prevent it. This is a time-limited arrangement and will include a plan for support and dates for regular review as well as an end date. This will always be discussed and agreed with parents and the aim will be to work towards the child attending full time. Guidance

from the Local Authority will be followed and an Individual Alternative Education Plan (IAEP) will be completed.

### **Section 10: Suspension/Exclusion**

At Highlees, we will only use a suspension/exclusion as a last resort. All of our children are entitled to work in a safe and secure environment free from violence and disruption. Suspensions/exclusions will only be considered when the Principal of the school concludes that the welfare and safety of other members of the school community cannot be assured.

Serious incidents need to be treated on an individual basis and the circumstances are to be investigated by an SLT member. All staff will ensure that they try to de-escalate situations and promote positive behaviours.

In exceptional circumstances, fixed term and permanent exclusions may be considered for a first or 'one off' offence.