# Respectful Relationships and Promoting Positive Behaviour Procedures

*Branston Locks Primary and Nursery School*

Implementation date: September 2024
Review date: September 2028

Document created by Kate Bryant (Headteacher)

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## 1.Aims

This policy aims to:

- Provide a consistent approach to supporting and promoting positive behaviour
- Outline how pupils are expected to behave at Branston Locks and throughout their lives to enable them to develop into successful, responsible citizens for the future
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Support and reflect our work, as a RRS (Rights Respecting School), to promote and maintain the rights of each child at Branston Locks.

## 2.Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour in schools - GOV.UK (www.gov.uk)

Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)

Keeping children safe in education - GOV.UK (www.gov.uk)

Use of reasonable force and other restrictive interventions guidance

Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)

It is also based on the Children with special educational needs and disabilities (SEND): Overview - GOV.UK (www.gov.uk)

In addition, it is based on the UN Convention on the Rights of the Child (UNCRC) UN Convention on the Rights of the Child - UNICEF UK.

## 3.Definitions

At Branston Locks Primary and Nursery School, we will lay the foundations for a life-long learning journey which provides our children with the tools to achieve fulfilled and successful lives.

Our primary intent is for our children to be 'Happy, Curious and Learning.'

We believe that every member of the school community deserves to feel valued and respected, and that each person should be treated fairly and well.

This procedure is underpinned by the following essential principles:

- Recognising, praising, and celebrating good behaviour
- Building good, respectful, trusting relationships
- Supporting children to understand their rights within the UN convention for the Rights of the Child and respecting these rights for themselves and for others.
- Developing good home/school links

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork
- Non-compliance
- Not following classroom expectations and agreements
- Poor attitude

Seriously unacceptable behaviour is defined as:

- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (e.g. knives, scissors, stolen items, inappropriate images etc)
- Repeated breaches of the school rules
- Any form of bullying
- Harassment, meaning unwanted conduct including those of a sexual nature, such as:
    - Inappropriate comments, jokes or taunting
    - Online harassment such as unwanted comments and messages (including on social media), sharing of inappropriate images and/or videos, or sharing of unwanted explicit content.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |

| | |
|---|---|
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

5. Roles and Responsibilities

- The Local Governing Board (LGB)

  The LGB will review this procedure in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

- The Headteacher

  The Headteacher is responsible for reviewing this procedure in conjunction with the local governing board. The Headteacher will also approve this policy.

  The Headteacher will ensure that the school environment encourages positive, respectful behaviour and that staff are equipped to deal effectively with poor behaviour.

  The Headteacher will monitor how staff implement this procedure to ensure rewards and sanctions are applied consistently.

- Staff

  Staff are responsible for:

- Implementing this procedure consistently
- Supporting children to set and understand classroom/school expectations
- Modelling positive behaviour and language
- Reviewing & reflecting upon the actions taken
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Bromcom
- Recording incidents using ABCs (or behaviour logs when a more personalised approach is needed).

  - Antecedents (A): what happened *directly before* the behaviour occurred

  - Behaviour (B): the specific action(s) or behaviour of interest and

  - Consequences (C): what happened *directly after* the behaviour occurred.

- Parents

  Parents are expected to:

- Support their child in adhering to classroom/school expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

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6.Pupil Code of Conduct

At Branston Locks, we are committed to placing the values and principles of the Convention on the Rights of the Child at the heart of our procedures and practice. It is important to us that children recognise their rights but also acknowledge the rights of others.

At Branston Locks, children's rights are promoted and realised, adults and children work towards this goal together. A Rights Respecting School is a place where everyone can feel valued, confident with themselves, and furthermore, encourages everyone to use their voice.

As well as this approach shaping the needs of our own pupils and creating a Rights Respecting community, we aim to use this shared understanding to work for global justice and sustainable living.

Being a Rights Respecting School also shapes our behaviour management. Every class draws up a class charter based on agreed rights and shares ideas around how adults and children will respect this right. We emphasise the ethos that rights, are linked with responsibility.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Understand their responsibilities and know/accept consequences for their actions.

The children are taught to do this by following these simple rules:

- **Be safe**
- **Be kind**
- **Try your hardest**

7.Rewards and Sanctions

Rewards "Catch us doing something good!"

The first focus is on good behaviour with positive comments being commonplace for those behaving well. Staff refer to the class charters frequently and any action in which a member of staff recognises as contributing to the school expectations, e.g. good manners, co-operation, great work, helpfulness etc is rewarded with praise.

A variety of other strategies for rewards are used within the school. Some of these are outlined below:

- Dojo points
- Stickers/stamps
- Notes, messages, emails home
- Proud Tray
- Early Years assembly awards (Star of the Week)
- Special responsibilities/privileges

Sanctions

When dealing with difficult behaviour, there are three main considerations:

- Care for the individuals involved
- Ensuring a prompt, fair and consistent response
- Meeting with parents/carers if the behaviour is a cause for concern

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Time outside of the classroom with a responsible adult
- Expecting lost learning/work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Behaviour Plan

Suspensions and Exclusions

As a school, we work hard to avoid excluding a pupil, but serious offences may result in a suspension or exclusion. In these situations, we follow the guidance laid out in the JTMAT Behaviour Policy. Behaviour Policy The JTMAT have developed clear procedures for excluding pupils whose poor behaviour has become quite unacceptable.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Off-site Behaviour (e.g. School educational visits)

This procedure applies off site as well as in school. Staff apply the same behaviour procedures and pupils understand that the same expectations apply.

Where staff have concerns regarding the behaviour of pupils on visits, they should speak with the Headteacher/ EVC so that necessary arrangements can be put into place to ensure the safety of all on the trip.

8.Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the class charter of rights and responsibilities
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

All classrooms display rewards and sanctions posters and these are referred to regularly by the classroom practitioners.

9.Physical Intervention & Positive Handling

There may be occasions when it is necessary for staff to use a physical intervention. Allowing a child to hurt themselves or others, damage property or put themselves in a dangerous situation is clearly not in the best interests of the child and therefore interventions are justified.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (MyConcern)

## 10. Pupil Support

Branston Locks Primary and Nursery School is committed to enabling all children, including those with SEND, to access education successfully and part of this commitment is ensuring that there is a high standard of behaviour throughout the school.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

All staff are aware of the importance of recognising children's individual needs and with this in mind make reasonable adaptations to ensure a personalised approach is taken with discretion for those children identified as having a SEND.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding procedures.

## 11. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

We also offer an enhanced SEND transition programme both with pupils and parents to ensure all pupils' needs are being met.

In the case of new pupils transitioning to our school, the SENDCo will liaise with staff at the pre-schools and Nursery settings to arrange additional support.

## 12. Training

Behaviour management will also form part of continuing professional development and the procedures will be shared and discussed as a whole school team annually.

At the point of reviewing this procedure, in September 2025, Branston Locks has achieved Bronze accreditation for the UNICEF Rights Respecting Schools Award and is working towards Silver accreditation. This behaviour procedure will be revisited and refined on a regular basis as our training and understanding of the UN Convention on the Rights of the Child continues to develop.

At the point of reviewing this procedure, in September 2025, Branston Locks has 2 EYFS classes and one Year 1 class and as such, this behaviour procedure will be revisited and refined on a regular basis to reflect the age and stage of the children in our school.

13.Monitoring Arrangements

A copy of this policy is available to all staff and parents and is published on the school website.
This policy is reviewed every two years by the Governors.
Policy to be reviewed September 2026 or sooner.

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| Signature |  | Headteacher | Date: 11.11.26 |
| Signature | | Chair of Governors | Date: |