

# Positive Relationships and Behaviour Policy

## Bellfield Primary School

### School Specific Information

#### APPENDIX A:

At Bellfield Primary school we believe that:

- Everybody has the right to be heard / listened to
- Everybody has the right to feel safe
- Everybody has the right to learn
- Everybody (adult and pupil) should strive to be the best that they can be

As a well-mannered, considerate and restorative community, which is dedicated to learning and playing together positively, we will:

- Encourage all children to be proud of themselves and their school;
- Encourage good manners and self-discipline in a secure environment;
- Promote respect and tolerance at all levels;
- Build self-esteem in all children through our restorative community;
- Provide opportunities for all children to experience success;
- Encourage interest and motivation through the opportunities provided in different aspects of the school life;
- Encourage a sense of responsibility through our restorative practice;
- Attend to the needs of the whole child (this will look at feel different for every child);
- Provide equal opportunities for all and strive to be a fully inclusive school.

#### APPENDIX B: REWARDS AND INTERVENTIONS

##### REWARDS –

The aim of rewards is to encourage good behaviour. They need to be appropriate in level to the needs of the pupils. These may include:

- Verbal praise
- Stickers and stampers
- Three different certificates at the 'Good Work' assembly – BEAMS, Resilience and Good Work
- Head teacher's note or Head teacher's certificate
- Text messages home / message on SeeSaw
- Visit to senior leaders for praise
- BEAMS rewards (a termly whole class reward)
- BEAMS stickers at the end of the day
- Dojo points

## INTERVENTIONS –

The aim of the interventions employed by the school is to balance the system of rewards. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour and may include:

- Low level disruption/distracting others-class teacher to quietly ask the pupil if they are Ok or need any help.
- Continued disruption/distracting others-Mrs Lomax/Mrs Anscombe to be sent for. The child will be given the opportunity to talk about what they are struggling with and come up with a solution themselves, whilst being supported by the emotional wellbeing team. (The need for additional support may be identified at this point and acted upon.)
- If Mrs Lomax/Mrs Anscombe are unavailable, someone from SLT will be sent for discreetly by another child.
- Inappropriate behaviour will result in a restorative circle taking place.
- Missing breaks or part of the lunch hour may happen as a result of a restorative circle.
- Withholding participation in a special event or trip that is not an essential part of the curriculum.
- Completing work missed due to behaviour, in own time.
- Spending time 'repairing harm' e.g. cleaning up defaced equipment / putting classroom back in order / repairing broken resources.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour and by giving the children choices for their actions, it is possible to take the "heat" out of the situation and make the resultant consequences the child's choice. This is in accordance with the 'fair processes' adhered to in Restorative Practices. The focus should always be on the behaviour not the child and on the opportunity for the wrong doer to repair any harm done.

Central to any system to control behaviour/work problems, is the need to involve parents early. In this way the school and home can work together for the overall good of the child and problems can be sorted out quickly and not allowed to escalate.

## APPENDIX C: INDIVIDUAL SCHOOL SYSTEMS FOR DEALING WITH LOW LEVEL INAPPROPRIATE BEHAVIOUR

### **1. First incident:**

If behaviour is identified as disrupting the learning of themselves or their peers, then the teacher will have a quiet word with the child, asking if they are OK and do they need any help?

### **2. Second incident:**

If the behaviour continues, Mrs Lomax or Mrs Anscombe will be sent for. They will take the child out for a chat to establish what they are struggling with. The child will return to class and be expected to continue with their work. Parents will be informed and an action discussed if necessary.

Possible actions may be: Praise charts. Reflection time. Completion of missed work at home or in their own time at school. This will be reviewed at the end of each week.

If the behaviour does not improve then your class teacher will ask to speak to your parents again. Your teacher will be joined by Mrs Anscombe and Mrs Lomax to discuss ways of moving forward together. Everyone involved will also contribute in creating a personalised plan to support your child in making the right choice/s. This will be reviewed regularly.

If the behaviour continues to be inappropriate, your child may be placed on an internal exclusion from their class for between 2-5 days. The length of the internal exclusion will be decided at the meeting with parents and this will depend on the severity of the incident/s. You will be made aware that if the behaviour does not improve then your child is at risk of being placed on an alternative school placement for 2-5 days within another HCAT school.

An internal exclusion can happen at any point following a serious incident. These incidents can include, continuous disruption within school that is stopping themselves or others from learning. Physical violence, verbal abuse, disrespectful attitudes, homophobia, sexist comments and sexualised behaviour.

Consideration can be given to making a referral to the HCAT Behaviour panel. This will be discussed with all persons involved and a decision will be made dependent upon the severity of incident/s.

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