



Miers Court Primary School

Positive Behaviour and Relationships Policy

Policy Scope:	Miers Court Primary School
Responsibility:	Local Governing Body
Review Frequency:	2 years
Review Date:	September 2026

The Governing Body of Miers Court Primary School adopted this policy in October 2024.

Signed by Gill Marshall

Chair of Governors

Positive Behaviour and Relationships Policy

1. Introduction

At Miers Court we believe that setting high standards for behaviour is an integral part of having a positive attitude to learning and raising attainment. Our Positive behaviour policy is based on the principle of assertive discipline, i.e. that individuals are in control of their actions and can choose to act and respond in certain ways however we also recognise that it is our role to educate the children with their parents and carers and this includes on how to show positive behaviour.

In order to achieve this, we are committed to working with families and their children to provide the highest quality education based on a partnership inspired by shared values and beliefs. Underpinning this vision are our Miers Court community values (STARS) which all members of our school community are familiar with and are an embedded part of our school ethos.

2. Rationale

2.1. We have used several documents to develop this policy. The main texts used are listed below and are all available to all staff:

- *'When The Adults Change, Everything Changes'*, Paul Dix
- *'Restorative Practice'*, Mark Finnis
- *'Improving Behaviour'*, EEF
- *'Behaviour in Schools: Advice for headteachers and school staff'* DfE, 2022

2.2. As well as that, we have used several documents to guide our policy including:

- *Education Act 1996*
- *Education Act 2002*
- *Education and Inspections Act 2006*
- *Health Act 2006*
- *The School Information (England) Regulations 2008 - Equality Act 2010*
- *Voyeurism (Offences) Act 2019*
- *'Use of reasonable force'* DfE, 2013
- *'Special educational needs and disability code of practice: 0 to 25 years'* DfE, 2015
- *'Mental health and behaviour in schools'* DfE, 2018
- *'Sexual violence and sexual harassment between children in schools and colleges'* DfE, 2021
- *'Keeping children safe in education 2022'*, DfE, 2022
- *'Searching, Screening and Confiscation: Advice for schools'* DfE, 2022
- *'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'* DfE, 2022

3. What is our vision?

3.1 At Miers Court our vision is to promote a place where the whole community works together to create an environment where everyone feels safe to learn, willing to rise to challenge and able to achieve their very best. In order to achieve this, we are committed to working with families and their children to provide the highest quality education based on a partnership inspired by shared values and beliefs.

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3.2 Underpinning this vision are our Miers Court community values (STARS) which all members of our school community are familiar with and are an embedded part of our school ethos.

- **Self-Belief**

As staff we will inspire children to be confident decision makers who are willing to have a go and face challenges thanks to the nurturing, encouraging and supportive environment we have created.

- **Togetherness**

We see our school and all its stake holders as a community. We believe the best outcomes are achieved when everyone works together towards a shared vision. We support each other and encourage each other to reflect and grow.

- **Aspiration**

We believe all our staff and pupils should have high aspiration for their futures. We encourage continual professional development and research. We offer our children a wide range of experiences to give them opportunities which may otherwise be unobtainable.

- **Resilience**

Staff and pupils alike will respond well to constructive criticism. Staff will be reflective of their own practise as we expect pupils to develop their own learning. Staff will actively demonstrate their resilience and act as role models for our children. Resilience will be explicitly taught and highlighted consistently.

- **Success**

Staff have a strong desire for our children to become the best possible versions of themselves. We believe every child should be given the opportunity to succeed and reach the appropriate milestones in their education. We work tirelessly to offer them the support and opportunities to fulfil this, working closely with parents and external agencies where necessary.

4. What promises do we have in school?

4.1 At Miers Court, we have five promises our community agree to adhere to which are displayed around the school with appropriate examples and are regularly discussed and reinforced with the children.

- **Self-Belief - I promise to believe in myself**

We create a culture where everyone feels comfortable to make mistakes and develop as an individual. Children show courage, self- assurance and confidence in their decision making.

- **Togetherness- I promise to be respectful**

Children and staff will be honest, they will look after property, be gentle, kind and helpful. We ensure everyone feels included, valued and safe.

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- **Aspiration - I promise to do my best**

We encourage children to have ambition, aim high and set goals for themselves with regards to their learning and personal development

- **Resilience - I promise not to give up**

We aim to develop children into independent, resilient learners who keep trying, even if things become challenging. Children know how to ask for help when they need it.

- **Success - I promise to listen and follow instructions**

Staff and children will celebrate success. They will know how to be successful learners and will allow staff to support them to become the best versions of themselves.

5. Discrimination

- 5.1. The school does not tolerate any form of discrimination, be it in on the grounds of race, gender, sexuality, age, religious beliefs or any other reason.
- 5.2. If any form of discrimination occurs, it must be dealt with immediately by the staff member who witness or was first alerted to it. The specific details are recorded on onto Arbor.
- 5.3. The parents of both parties will be informed.

6. Consistency for all

- 6.1. No one person is responsible for behaviour. It is the responsibility of every single member of the community. A MDMS is just as empowered as a teacher or Principal in promoting positive behaviour. By dealing with incidents directly, all staff are seen by the children as equal.
- 6.2. Consistency in approach is absolutely fundamental to the success of this policy. For example, each staff member insists on the silent signal for stopping so that the children are compliant to these even for unfamiliar staff who use it.
- 6.3. While all staff are equally responsible for creating a calm and safe learning environment, some are more confident or experienced in creating this. Ignoring or passing on an incident is not acceptable as it lessens the authority of that staff member, help is available.
- 6.4. If at any point any member of staff needs support, another member of staff will provide back up. Equally, if the strategies used are not being effective, staff will swap with a new member of staff which often can help the situation. When this is the case, the original member of staff leads the restorative discussion.

7. Five Pillars of Effective Behaviour Policy

- 7.1. Paul Dix describes 'Five Pillars' of an effective behaviour policy (Paul Dix, 2017)
- 7.2. These are the basis of this policy and are adhered to by all staff regardless of their role.

8. PILLAR 1 - CONSISTENTLY CALM ADULTS

EEF recommendation 1 - Know and understand your pupils

EEF recommendation 4 - Teach learning behaviours alongside managing misbehaviour

EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school

EEF recommendation 6 - Consistency is key

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Adults' behaviour

- 8.1. All staff act in a firm, friendly and fair manner to all children, even those who may present challenging behaviour. Induction procedures include a session on behaviour.
- 8.2. Children need certainty from the adults. When sat on a rollercoaster, the first thing we do is push the safety bar but we do not want it to move. Children can be like this with adults. They will test the boundaries and expectations but they want the adults to be constant and secure. We ensure this consistency for the children.
- 8.3. Children do not naturally know how to behave. They are taught this within the community of home and school. Adults model every behaviour we wish the children to demonstrate. If we are not modelling what we want the children to learn, we are teaching them something else. We cannot criticise a child for voicing, if we as adult are shouting at them or each other.
- 8.4. We need to teach and reteach behaviours many times. This will be taught through class check-ins and in lessons and involve the whole class team - teacher, LSAs and MDMS where appropriate. Repetition is key.
- 8.5. When speaking to children, we always maintain a professional approach. A simple way of maintaining this is to imagine the "parent on your shoulder"- would they approve of the word and tone we are using? Would we use these words in front of them?

Building Relational Capital

- 8.6. Staff all show consistency and kindness. All Staff aim to build a relationship which each child and build 'Relational Capital' with them (Finnis, 2021). We know simple things, such as greeting, paying attention and showing we care, all build Relational Capital with the children. When needed, it is easier to challenge a child when we have this relationship capital "in the bank".
- 8.7. We plan the first step into the school to be a positive one each day. SLT will greet every child as they enter the school through the gates; LSAs meet and greet children in the corridors and class teachers meet their children at their class door. This is not just supervising, but an opportunity to build this relational capital. Welcoming the child by name, asking questions about them or small things like complimenting a new haircut all aids in the preparation for effective learning.

9. PILLAR 2: - FIRST ATTENTION FOR GOOD CONDUCT

EEF recommendation 3 - Use classroom management strategies to support good classroom behaviour

- 9.1. High Quality Inclusive Teaching is key for encouraging children to enjoy school and build these positive relationships with adults. We aim for our curriculum to make sure that children are hooked into learning.
- 9.2. As part of our PSHE curriculum, we explicitly teach children what effective learning looks like.
- 9.3. Our assemblies and values displays are focused upon these.
- 9.4. Staff will provide an inviting, calm, organised and accessible learning environment which meets the needs of the children.

Promoting Effective Learning

- 9.5. We need to regularly promote the behaviours we want to see and recognise those children displaying the school's values. This needs to be consistent across the school.

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How do we reinforce good behaviour?

- 9.6. **Positive verbal feedback** is the most common way of giving children feedback on good effort or behaviour by children.
- 9.7. **Recognition Board:** In a classroom, each child will have a named pocket and when they display a value, the adults will recognise this and display a Values Card. In intervention groups, we can give Value Cards to the children to take back to their class.
- 9.8. **Dojo Points:** A child will receive a 'Dojo point' when being praised for displaying positive learning behaviours which are linked to our school values and are appropriate to the needs of the class.
- 9.9. **Dojo point milestones-** see Appendix 1
- 9.10. **Weekly Celebration Assembly:** Each week we have a Celebration Assembly in which two children are chosen per class - these children are selected for showing progress linked to our school values.
- 9.11. **Three times a year House Captain and Governor Achievement Assemblies:** Two children are chosen each term for their achievements. House Captains certificates are themed and linked to our school values. Governor awards are also linked to the school values and two children across the year group are awarded.

10. PILLAR 3 - RELENTLESS ROUTINES

EEF recommendation 4 - Use simple approaches as part of your regular routine

- 10.1. Routines are consistently taught and followed so that they are second nature to the children. This is especially important if other staff are required to teach in the class.
- 10.2. All staff use the same signal to attain the children's attention. The staff member will raise a hand, children will then stop what they are doing and raise their own hand showing a readiness to listen.
- 10.3 From Year R to year 3, a tambourine is used in the classrooms to signal for active listening. This is phased out throughout Year 3 so that when the children start year 4 where they then follow the silent signal of a raised hand and countdown.
- 10.4 **Lining up:** All children line up and staff must accompany them around the school, especially to and from break times, and insist on calm walking. A member of staff should always be at the front of the line to model the expected behaviours. Staff should pause at corners and doors to monitor their class and praise or remind individuals.

Partnerships with Parents

- 10.5 Building Relational Capital with parents is also important. Parents are the child's first educators and play an equal part in their learning. It is important to connect with parents from the outset and share successes. This can enable more challenging conversations to be made if necessary, easier.
- 10.6 All staff will be on the doors or at the gate at the end of the day to connect with parents.

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11 PILLAR 4 - SCRIPTING DIFFICULT CONVERSATIONS

EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school

- 11.1 When supporting children, we are proactive to their needs and not reactive to their behaviour. Where needed, adults will have an agreed pathway for a child on how to support them.
- 11.2 In order to encourage good behaviour, staff will ensure that positive behaviour is acknowledged and praised as much as possible. Positive comments should outweigh negative comments e.g., *"Well done, what wonderful sitting Ben"*, rather than *"You all need to sit down and sit still"*.
- 11.3 When a child displays inappropriate behaviours, we need to make the intervention to correct this as short as discrete as possible. We aim to use a '30 second intervention' and use the agreed scripts with the children. We move to the child, give the instruction, and then move away. We adopt a praise in public, reprimand in private wherever possible.
- 11.4 We use the least intrusive approach possible and aim to allow effective learning.
- 11.5 When intervening with a child, we need to focus on the impact on the relationships and others. We use *"I words"* with children to keep the focus on the Relational Capital rather than simply rules. When maintaining effective Learning, we all use the same types of scripts.
- *"[NAME], you are... [NEGATIVE CHOICE]. This means that... [IMPACT ON LEARNING]. I need you to... [POSITIVE CHOICE]. Thank you."*
 - *"I feel disappointed when you interrupted the class as we had discussed how things were going to be different."*
 - *"I was worried when you left the room as I did not know where you were."*
 - *"Johnny was sad when you snatched the bike as he was enjoying riding that."*

Stages of Behaviour Intervention

- 11.6 The following stages outline the approaches all staff take in dealing with any inappropriate behaviours. In some incidents, staff may choose to move straight to Stage 2 or beyond if they judge that it is required.
- 11.7 **Stage 1** Group parallel praise to the group or class.
"Well done [child], I can see you are ready as you have your book open and are looking at me."
- 11.8 **Stage 2** A discrete, clear verbal re-focus. At an appropriate time, there will be a brief restorative discussion.
"Remember, our school promise is...."
"I know you can do....because last...you did...."
"Stop, think...., make the right choice"
- 11.9 **Stage 3** Speak privately and give final opportunity to engage. For this stage, a more formal restorative discussion or meeting will need to be held with the child. There may be sanctions agreed which help repair the harm done. This is recorded on Arbor on the child's record and parents will be informed.

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"I have noticed that you are... [having trouble getting started, not listening etc.]"
"At Miers Court we... [refer to school promises]"
"Because of that you need to... [move to another table, complete learning at another time etc.]" "Do you remember yesterday/last week when you [refer to previous positive] - That is what I need to see today, thank you..."
Give child time to show you their changed behaviour

- 11.10 **Stage 4** Cool off (and appropriate restorative). Time away from class in safe space with an LSA, in other class, or with another adult so that the child can be calm and return to their class. A restorative meeting will be held. There may be sanctions agreed which help repair the harm done. This is recorded on Arbor on the child's record and parents will be informed

12 PILLAR 5 - RESTORATIVE FOLLOW UP

EEF recommendation 4 - Teach learning behaviours alongside managing misbehaviour
EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school

- 12.1 Underpinning the whole policy is the use of Restorative Approaches. The key to making any behaviour intervention effective is this stage. Without this, the children may not be able to reflect on the harm done and will not alter their behaviours.
- 12.2 Whenever a conflict or issue arises in the school, we focus on finding solutions to address the harm done and actions to prevent this happening again, rather than just punishments or blame.
- 12.3 It is important that the adult who witnesses or is first alerted to the incident leads this discussion so that their authority is maintained by the children.
- 12.4 All situations must be discussed with the child to understand the context and events. We can use the following structure (RRRR):
- **Reflect** on what's happened
 - Accept **Responsibility** of what has happened & who has been harmed
 - **Repair** the relationship and agree next steps or sanctions
 - **Reintegrate** back into class positively
- 12.5 We need to focus on the incident at hand. "Bad behaviour" does not cancel out "good behaviours" and vice versa. We need to be fair and deal with each incident the same as we would with any child. Even a child with "previous negative behaviours" is entitled to have their voice heard and the incident investigated appropriately.

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13 Understanding the context

- 13.1 We have to understand that “*the 5% of children are tough*” (Paul Dix, 2017). For these children, we will need to have a carefully planned out approach and be connected with the home.
- 13.2 There are several stages of support. These need to be recorded on the appropriate form and shared with the parent and child:
- **First Stage Support (FSS)** *A plan between class teacher, parents and child to support a child at the first sign of difficulties, such as transition; low level disruptions etc. This could form a ‘catch me card’ style intervention where the children work towards a target which is celebrated at school and at home.*
 - **Behaviour Support Plan (BSP)** *A plan between the class teacher, parent and child led by a member of the Leadership Team to identify ways to support a child with disruptive behaviour.*
 - **Pastoral Support Plan (PSP)** *A plan between the class teacher, parent and child led by a member of the SLT to identify ways to support a child who is at risk of exclusion.*
- 13.3 Some children will need more focused support and this may be shown through more challenging behaviours. ‘*Children who are loved at home, come to school to learn, whose who aren’t loved at home come to school to be loved*’. (Finnis, 2021) We need to be mindful of this. It is not excusing poor behaviour, but understanding the child’s context and being able to support their needs effectively.
- 13.4 For some children, punishments will not work. If you have already experienced trauma at home, they will not be scared of punishments as they have already dealt with far worse than what we can dish out. Sanctions need to be tailored to the child, the context and the damage to the relationships with others.
- 13.5 All staff are aware of Adverse Childhood Experiences (ACE) and have taken part of the ACE training.

14 Pupils with SEND

- 14.1 Our values and promises apply to all but some children may need a tailored approach due to their medical needs, such as communication disorders or delays.
- 14.2 In this case, they may need a personalised approach. The graduated approach will be used and the likely triggers identified for the children.
- 14.3 The school will consider if the behaviour was a negative choice or part of the child’s SEND or secondary behaviours linked to their SEND.
- 14.4 If appropriate, external agencies and professionals may be approached for advice and support.

15 Reporting poor behaviour

- 15.1 The school uses Arbor to record incidents of poor behaviour. The adult dealing with the behaviour needs to be the adult who updates the system or delegates to another adult.

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- 15.2 Children who are ‘targets’ of poor behaviour from others need to have this logged on Arbor too so we can look for patterns including child-on-child abuse.
- 15.3 Parents of both parties must always be informed when there have been behaviour incidents with the outcome clearly explained.

16 Child-on-child abuse

- 16.1 The school will not tolerate any form of abuse. We recognise that children are capable of abusing their peers. The school will not tolerate “banter” or “just having a laugh” as justification of upsetting or hurting others.
- 16.2 This can take many forms including face to face name calling; physical abuse; online conduct or sexual abuse such as ‘up skirting’ to name a few. The school has a simple definition of ‘several times on purpose’ for bullying which we teach to the children and parents.

17 Behaviour in the community

- 17.1 The school operates as part of the community and as such, we will reflect on any child or parent's behaviour beyond the school grounds.
- 17.2 If the child is in school uniform; travelling to or from school or in other ways identifiable as an Miers Court pupil, then the behaviour policy will be enforced.

18 Sanctions for poor behaviour.

- 18.1 The staff member who is dealing with the incident is responsible for agreeing appropriate sanctions if necessary.
- 18.2 When thinking about sanctions for negative behaviours, we focus on the damage to the relationship and impact on others or harm done rather than a simple punishment.
- 18.3 As part of the restorative meeting, the sanction will be agreed with all involved and should help restore the relationship or help relearn the positive behaviours. It is important the target has a clear voice. This could involve catching up on learning at home; helping clear a mess caused, reflecting on behaviours and impact on others.
- 18.4 Before deciding on the appropriate sanction, the staff will
 - investigate the incidents
 - speak to other witness
 - and then reach a decision.
- 18.5 We do not need to make a decision in haste or while emotions are running high.

19 Suspensions and Exclusions

- 19.1 As a community, we recognise that sometimes members of our team will make wrong choices. We believe in working with them in educating and changing their behaviours for the better.
- 19.2 Suspensions and exclusions are the last resort and will only be used when other options have been exhausted. We believe that ostracising people from our community only damages relationships which is the key to our behaviour policy. They may satisfy adults and give temporary respite, but rarely meet the needs of the child. Exclusions demonstrate that the child is not wanted in their community and reinforce their own low self-esteem and sense of belonging.
- 19.3 Only the Principal or Vice Principal has the power to exclude a pupil from school. In the Principal’s absence, the Assistant Principal will make a phone call to the Principal if a

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decision to exclude needs to be made and secure agreement from them before proceeding. The Principal may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year.

- 19.4 Either will never make the decision by themselves and will discuss the situation and possibilities with the other SLT members, before making a decision.
- 19.5 The pupil will also have opportunity to speak to the Principal about the incident before any decision is made.
- 19.6 The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a suspension into a permanent exclusion, if the circumstances warrant this.
- 19.7 If the Principal excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 19.8 The Principal informs the Trust and the governing body about any exclusion, and about any suspensions beyond five days in any one term.
- 19.9 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal.
- 19.10 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 19.11 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 19.12 If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

20 Positive Handling

- 20.1 This intervention is always kept to the least intrusive possible and a number of staff are trained in TEAM Teach which focuses on de-escalation, distraction and diffusion far before any physical interactions.
- 20.2 We ensure that any decision to use positive handling is based on three key questions: Is it necessary? Is it reasonable? Is it proportionate?
- 20.3 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The actions that we take are in line with government guidelines on the restraint of children. Intentional damage to school property or another child's property.
- 20.4 Should school property or property belonging to another child be intentionally damaged, a request for reimbursement/replacement will be made and sanctions issued as detailed in this policy.
- 20.5 When positive handling is used, staff must inform the Principal and a form is to be completed which is signed by the parent/ carer and added to Arbor.

21 How are children made aware of this policy?

Children in school are made aware of this policy in a way that they are able to understand. We ensure that all children are aware of the reward systems and sanctions that are in use.

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Discussions as part of assembly, PSHE lessons and school council meetings are used to discuss behavioural issues. The school has a separate Anti-Bullying Policy.

22 How are parents made aware of this policy?

- 22.1 Miers Court is an open school, and we encourage parents to come in and discuss any aspect of their child's behaviour which may be a concern. Parents will be involved early on if there are difficulties at school, and we expect parents to work with the school to resolve any difficulties. If a child is the on the receiving end of inappropriate behaviour of any serious nature, we will contact the parent to explain the incident and how this has been dealt with.
- 22.2 If any parent feels that we are not dealing with an issue in a fair way they will be encouraged to follow our complaints procedure.

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Appendix 1 - Behaviour Tiers

Following a consultation with staff, it was agreed that, although it is not possible to rigidly categorise types of misconduct, they do fall roughly into 3 categories of seriousness. ***However, it must be noted that frequency and intent can change the seriousness with which an incident is viewed e.g. an incident of swearing which has happened as a 1 off event, will be viewed as less serious than a series of incidents of a pupil swearing at a number of different children over a period of several days despite having already incurred consequences for the first incident(s).***

Misconduct (these are examples and not exhaustive or exclusive lists)	Procedures and expectations - these are for guidance only and staff are expected to use their professional judgement when considering the context of the incident
<p>Tier 1</p> <p>Low level, incidental behaviour which includes incidents such as:</p> <ul style="list-style-type: none"> • Running in the corridors • Messing about in the toilets • Talking during assembly • Persistently calling out in class • Lack of manners/ consideration for others (thoughtlessness) 	<ul style="list-style-type: none"> • The adult who has observed the incident speaks to the child • Check that they understand what they have done • Ensure that they understand why that action is an issue • Reinforce the correct behaviour • Child apologises • If appropriate, inform the class teacher
<p>Tier 2</p> <p>Mid-level behaviour which can include deliberately targeting another child or acting with intent to upset them such as:</p> <ul style="list-style-type: none"> • Excluding someone from a game • Spreading lies • Pushing and shoving • Refusing to follow instructions (defiance) • Stealing • Laughing at or mocking other pupils • Back chatting adults <p>(It should be noted that a repeated pattern of these types of incidents would result in the actions being viewed more seriously than a single incident).</p>	<ul style="list-style-type: none"> • Speak to all children who were involved in the incident (depending on age, they can be required to write their version of events) • Class teacher to be informed • Class teacher to speak to all once they've weighed up the evidence and come to a decision • Appropriate consequence to be given e.g. loss of some or all of a playtime - consequences should not impact on learning time. • Warning card to be given (following 'good to Be Green' procedures if learning is affected.). • Incident reading red card to be recorded on Arbor- date, action e.g. pushing, and consequence e.g. 5 mins play • Depending on seriousness, pupil to speak to Phase Leader (not during lesson time)

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	<ul style="list-style-type: none"> • Parents to be informed if red card awarded- all incidents of physical behaviour to be reported
<p>Tier 3</p> <p>Highly disruptive or serious misconduct which might also lead to children and/ or adults feeling intimidated such as:</p> <ul style="list-style-type: none"> • Spitting • Racist or other comments or name calling which limit equality e.g. homophobic and sexist comments (These also need to be recorded in a separate log.) • Intentionally physically hurting another person • Running away from the classroom or school building • Persistently stealing for gain e.g. money • Swearing • Intimidating others e.g. making threats or behaving in a threatening way • Persistently recurring behaviour from Tier 2 • Sexualised behaviour 	<ul style="list-style-type: none"> • The Class teacher must be informed • Speak to all children who were involved in the incident (depending on age, they can be required to write their version of events) • Class teacher to speak to all once they've weighed up the evidence and come to a decision • Escalated to Assistant Principal, then the Deputy, then the Principal (Please note that some incidents may be deemed to be so serious that they may be escalated directly to the deputy or Principal) • Parents to be informed • Incident to be recorded - if of a racist, sexist or homophobic nature, it needs to be logged separately by L Tranah as these incidents have to be reported to governors.

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Appendix 2 Dojo Points - the System

Dojo points are awarded for incidents where pupils have demonstrated effective learning skills and positive learning behaviour. We have identified that different classes and year groups require different learning skills to be developed, and thus, staff are able to adapt the reasons why Dojo points are awarded, and they will inform parents of any changes.

Dojo points should be associated with learning, not with work i.e. that's effective learning, you have been successful with your learning, and working as a team today has helped you to be a successful learner.

Children will be celebrated and awarded in a variety of ways once certain amounts of Dojo points have been earned;

10 Dojo points- children will be awarded a Principal certificate in their phase celebration assembly. They will be celebrated by name in Miers Court Matters.

25 Dojo points- children will be awarded with a pencil in their phase celebration assembly and teachers will write a message to the child's parents to celebrate through Class Dojo. They will be celebrated by name in Miers Court Matters.

50 Dojo points- children will be awarded a bronze certificate and bronze star badge in their phase celebration assembly. Parents and carers will receive a message from the Principal through Class Dojo to celebrate their success. They will be celebrated by name in Miers Court Matters.

75 Dojo points- children will be awarded a silver certificate and silver star badge in their phase celebration assembly. Parents and carers will receive a personalised postcard home from their child's teacher and the Principal to celebrate. They will be celebrated by name in Miers Court Matters.

100 Dojo points- children will be awarded a gold certificate and gold star badge in their phase celebration assembly. Reward to be decided by the school council after discussion with the children. The pupils' names will be entered on a 'Roll of Honour' or something similar in the Reception Area and will be celebrated by name in Miers Court Matters.

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Appendix 3- Good to be Green

Foundation of this approach - focusing on pupils learning to take responsibility for their behaviour.

All children start on green because we all have a clear expectation that all children come in to school ready to learn.

Our shared expectation of 'being ready to learn' is that a child demonstrates those traits that we have linked to the Dojo Points as well as being ready in a practical sense e.g. pen/ pencil etc. settle to work quickly and without fussing etc.

Any deviation from this goes through the normal procedures - re-focus, warning, moved to amber card. Only after all of this has been done, do pupils reach the consequence card. A consequence card is for that lesson and the consequence is immediate - reflection time of 5 minutes during the next break time. Then the card resets to green so the expectations are reset for the next lesson. (in cases of extreme behaviour, other procedures will need to be used).

When re-focus are given, they must be clearly linked to the impact of the behaviour on learning e.g. doing _____ means that you haven't been learning/ has stopped you from concentrating/ has stopped your groups from .../ has stopped me from being able to help _____ with their learning.

You can also refer their behaviour back to our promises and how their behaviour is not following the promises, be specific and explicit about which ones.

When acknowledging those children who have remained on green all day, use the same language - I can see that you've really been learning well today (This can be a really good opportunity to review learning - NOT BEHAVIOUR - during the day and think about whether you've missed opportunities to award learning points.)

A record of persistent offenders needs to be kept so patterns and trends can be identified i.e. if a pupil consistently receives re-focus messages or yellow cards in maths, what is the underlying reason? We understand that all behaviour is communication and therefore there could be a more deep-rooted reason linked to their ability to participate in that learning.

This will be done very simply on Arbor. Not every warning needs to be recorded - only those that result in a red card being given.

The Phase Leaders monitor trends on a regular basis and will discuss any patterns that have been identified with teachers to discuss what's been put in place/ needs to be done to address this.

If a child's behaviour results in a red consequence card, a 5 min consequence of reflection time will be held at next available time with the staff member who issued the card. If necessary, duty cover will need to be arranged. The parent must be contacted via phone or a face-to-face conversation held. This may not happen during lesson time.

If children are consistently being given amber cards, teachers will arrange a meeting with the parents to discuss the child's behaviour and next steps.

Positive Behaviour and Relationships Policy

LUNCHTIME BEHAVIOUR

Our promises are to be adhered to at all times of the school day. Therefore, children will be issued with the same procedures on the playground as in the classroom. If behaviour reaches a red card, 5 minutes reflection time will occur instantly. This needs to be fed back to the class teacher on return to the classroom via a written note. Ideally the staff member dealing with the incident would log it onto Arbor, but this can be handed over to the teacher if necessary.

Positive Behaviour and Relationships Policy

Appendix 3- Secret Pupil

Developing an awareness of the impact of individual behaviour on the group.

Every pupil's name (laminated) is placed in a hat/ box/ bag/ container of some sort.

Each morning, the teacher/LSA draw a name out of the hat, share it ONLY with each other and then return it to the box but in a way that keeps it separate e.g. Bluetacked to the inside of the lid, paper-clipped to the inside of the bag etc.

At the end of the day, the adults announce the name of the pupil if they have earned the 'Secret Pupil point' for that day. If the pupil has not shown consistent learning behaviour/ hasn't made a real effort during that day (for some it may be a much-improved day rather than a perfect day) then they are not identified. The teacher just announces that the class has not earned a point that day and the slip is returned to the bank of names. Every pupil's name is in the bank at the start of every day so some pupils may well be drawn twice.

The Secret Pupil Tariff:

- As a staff we have agreed the value of a Secret Pupil point but the class can agree to bank points towards something big like a film afternoon, picnic or something similar at the end of the term or may want to opt for a more immediate reward.
- A pupil not earning a point does not take away from the points already earned; it just doesn't increase the total.