



**St Breock Primary School
Positive Relationships Policy
Autumn Term 2024**



This policy is relevant for all members of our school community - adults, children, families and visitors.

The ethos of our school is caring and positive learning, love and laughter. We are invested in supporting the very best relationship health between:

- parent & child;
- child & child;
- child and school staff;
- parent & school staff;
- school staff;
- school staff & the senior leadership team;
- school staff & external agencies.

1. Vision and aims

The school's Positive Relationships Policy aims to promote an environment where everyone in our school community feels happy, valued, secure and safe to learn within an ethos of mutual respect. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour. Our motto of 'Learning, Love and Laughter' is at the core of this approach.

Our policy is designed to promote and teach positive behaviour, rather than merely deter negative choices. Understanding behaviour as a communication of an unmet need, we emphasise building positive, trusting relationships to foster behavioural change. We expect staff to work to identify these needs and address them to support successful engagement in school life.

Parents are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We collaborate closely with them to support acceptable behaviour both at school and at home.

At the core of our approach is empowering children to take responsibility for their learning journey and the wellbeing of others. We prioritise mental health, well-being and resilience guided by a Trauma Informed Approach and Window of Tolerance Theory. We seek to explicitly promote the link between healthy body and healthy mind by seeking to ensure children leave St Breock physically, emotionally and academically fit.

Our approach promotes full engagement in learning, love and laughter, with staff offering universal, group and individual support to help children navigate challenges. High expectations are crucial and staff model these consistently. Constructive feedback is calmly provided to help children develop appropriate behaviours.

To support this, we have in place;

Health and Well Being Champion – Mrs Pam Dennis

Wellbeing Practitioner/Parent Support Advisor – Miss Anna Brito

SENDCo – Mrs Gemma Banks – Assistant Headteacher

Designated Child Protection Lead and Safeguarding Officer – Mrs Sian Hall – Head Teacher

2. Toolkit for Learning, Love and Laughter

The school rules are based on our values set out in our Toolkit for Learning, Love and Laughter;

Respect
 Inspiration
 Courage
 Excellence
 Friendship
 Equality
 Determination

This Toolkit is at our core and influences all areas of school life. Our Personal Development Curriculum and Celebration Assembly are based on them, with all celebrations working towards a whole weekly school theme and staff regularly refer to them to highlight positive behaviour.

At St Breock we believe calm behaviour is essential to maximise teaching and learning time. To reinforce this we have consistent high expectations for behaviour when moving in and around school.

3. Behaviour Expectations

<p>Beginning of the Day: Children and adults greet each other politely. Children walk in quietly and sensibly. Children organise their belongings and enter class ready to learn.</p>	<p>Assembly Children enter and leave silently (or singing copying actions on a Friday) – sat in line order. Pupils face the front, with their legs crossed and hands in their lap. Children listen carefully. Children follow instructions from adult leading.</p>
<p>During Lesson Times: Children respond to adult signals Children strive to demonstrate the Toolkit for Learning Love and Laughter Children work at the appropriate level of noise set by teacher. Children move around the classroom safely and calmly. Children respect school resources and equipment. Children help adults to ensure classrooms are kept tidy, organised and safe – ready for learning.</p>	<p>Shared Areas: (library, teaching spaces, corridors, playgrounds and toilets: Everyone walks on the left-hand side of corridors, quietly, in single file. Children talk quietly around the school. Children respect school resources and equipment. Children help adults to ensure shared areas are kept tidy, organised and safe – ready for learning. Children are not allowed in specific areas unsupervised/without permission (e.g. resource cupboard, PE cupboard, Fish Room) Children are responsible for their own belongings and do not touch other people's things.</p>
<p>Outdoor Playtimes Children act kindly and always speak politely and respectfully to one another. Children follow adult instructions. Children respect school resources and equipment. Children play appropriately – no play fighting or rough play. Children stay in the designated zones during playtime. Children must ask to go to the toilet or go inside. Children line up in line order quietly to go back into school. Children move calmly and are ready to learn.</p>	<p>Indoor Playtimes/Wet Play: Children act kindly and always speak politely and respectfully to one another. Children follow adult instructions. Children respect school resources and equipment. Calm games rather than physical games indoors. Children follow the set appropriate level of noise. Children remain in their classroom.</p>

<p>Lunchtime Eating: Children act kindly and always speak politely and respectfully to one another. Children follow adult instructions. Children follow adult instructions. Children respect school resources and equipment. Children follow the set appropriate level of noise. Children eat food safely. Children display good manners. Children are responsible for tidying up.</p>	<p>End of the Day: Children get organised to go home independently. Children line up in line order sensibly and safely. Children move to the gate calmly in line. KS1 children wait to be called before leaving. Children walk safely to their adult or go home independently.</p>
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4. Reflection Time

When children are not meeting expectations or an incident occurs, staff aim to let children calm down, listen to all involved and encourage reflection and apologies where appropriate. Once the child is calm, staff engage in a reflection and repair process, which helps children:

- Recognise their physiological responses and label their emotions.
- Understand that while feeling emotions like anger is ok, certain behaviours such as hitting, are not.
- Find a strategy for managing similar situations differently in the future.

The process promotes accountability without blame and is built on trust and respect. It is crucial for personal development.

5. Differentiation

Behaviour is a form of communication and for some children misbehaviour is part of their learning journey. These children may need additional support to meet our high expectations. All adults are responsible for supporting and scaffolding their behaviour support developmentally. This includes consistent modelling, explicitly naming expected behaviours and providing extra time for practise. Differentiated expectations and responses are used for children with an identified additional need supported by our SENDCo or external professionals as needed.

6. Negative Behaviour: Consequences

We believe consequences should be developmentally suitable, supportive of learning about physiological responses to challenges and not punitive, shaming or harmful to the child's self-esteem. Nevertheless, for any child not meeting behaviour expectations, consequences will occur. This 4-step system is followed by all staff throughout the school day:

1. Verbal reminder
2. Warning
3. Reflection time
4. Feedback to parents

All incidents fed back to parents will be recorded by appropriate staff on My Concern. SLT will monitor records for behaviour patterns and suggest appropriate Individual Behaviour Plans and bespoke support if required.

7. Celebration, Responsibility & Rewards

Social learning is encouraged through peer praise, which is meaningful to pupils. Older children act as role models, especially as House Captains, Sports Leaders, Playground Leaders and Charing our School Council, which promotes positive interactions and aspirations.

Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, behaviour and achievements. The chart below gives an indication of the frequency and type of rewards.

- Teachers congratulate children with verbal praise.
- Teachers give children house points;
- The successes of the children are celebrated through a house point system which forms part of celebration assemblies.
- Successes which exceed expectations are rewarded with a Green Card.
- Extra special successes and demonstrations of our Toolkit for Learning, Love and Laughter are rewarded with a seat on the Golden Chair.
- Special awards are given each Friday for Personal Best, Premier Playground Player, Rossi’s Reward & Bistro’s Best. These are all linked to our Personal Development Curriculum and a celebration of children demonstrating the values in our Toolkit for Learning, Love and Laughter - courage, friendship, respect, excellence, equality, determination & inspiration.
- Special ‘Purple’ certificates are given half termly to children who consistently demonstrate these values and/or made changes linked to them. This is voted for by their peers.
- Wow moments are captured on our Proud Camera and this is shared with children at the end of term in our Celebration Assembly.
- Thank you postcards to parents for achieving significantly improved attendance.

8. Staff responsibility

Adults communicate their responsibility and authority clearly to pupils, emphasising their duty of care. Our adults focus on relationships built around the shared goal of learning, adopting an assertive, not autocratic or indecisive demeanour. Assertiveness means expecting compliance through respect, not overt power. Adults consistently teach and reinforce boundaries while being warm, kind and empathetic. The most successful classrooms balance consistency and fairness with valuing and respecting each child. This is all outlined in our one-page overview which is shared with all staff regularly (Appendix 2) . Adult responsibilities include:

<p>Routines Tidy purposeful and stimulating learning environments. Organised classrooms. Planned and understood routines – with a visual timetable for the day. Quiet and calm movement around the school – walking on the left-hand side. Timely lessons and playtimes. Quiet entry and exit of assemblies. End of day routines to ensure there is enough time for the children to be ready. Rehearse, revise and reset routine to sustain high expectations.</p>	<p>All Staff Greet children positively by name. Ensure good routines. Encourage children to actively participate in their learning and development. Be consistent, friendly and professional. Remain calm and positive. Be aware of individual needs. Clearly define acceptable behaviour boundaries. Respond promptly, appropriately and consistently to boundary testing. Promote good behaviour positively. Explain why certain behaviours are unacceptable. Understand and respect children’s experiences and feelings – especially those with additional needs. Collaborate with parents/carers for support and to celebrate achievements. Establish signals/instruction to gain children’s attention i.e. hand up, 321, clapping and consistently use them. Regularly refer to our Toolkit for Learning, Love and Laughter. Be consistent with praise, rewards and supporting positive behaviour. Support with ‘Reflection Time’ process. Walk towards any incidents.</p>
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Playtime & Lunchtime Staff Proactively engage with pupils in play. Manage behaviour issues pre-emptively. Maximise supervision and ensure calm returns to class – informing other staff of incidents as necessary.	SLT Support staff in policy implementation. Monitor policy effectiveness. Identify problem areas and take action. Monitor My Concern records for behaviour patterns. Liaise with parent/carers and outside agencies. Support with individual behaviour plans.
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9. Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. St Breock welcomes the interest and close involvement of parents/carers and by choosing to send their child to our school, we expect that parents will support the agreed behaviour policy. If a child's behaviour is of concern, parents will be involved as soon as possible. Parents/carers are invited to work with the school in order to support the child to develop appropriate behaviour.

10. Individual Behaviour Plan

Children who persistently have difficulties with behaviour will have an individual behaviour plan, shared with parents/carers, staff and the child. This will identify the additional support given to the child, exactly what the child is expected to do and what will take place if the inappropriate behaviour continues.

If a behaviour problem is severe or recurring, suspension procedures may be implemented, following correct procedures. On rare occasions, this may take the form of a permanent exclusion.

11. Bullying

St Breock Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation had taken place, the incident is recorded, and we act immediately to stop any further occurrences of such behaviour.

We do everything in our power to ensure that all pupils attend school free from fear.

We take positive action to protect our children from any negative behaviour outlined in the Equality Act (2010). These 'protected characteristics' are as follows:

Disability

Age

Gender reassignment

Race

Religion or belief

Sex

Sexual orientation

Marriage and Civil partnership

Pregnancy and maternity

If we are informed or suspect that any of the above has occurred, we will investigate and if found to be proven will report to the LA Equality and Diversity Team.

12. Dealing with serious incidents

These measures include;

- The legal right to confiscate inappropriate items from pupils such as sharp objects.
- Statutory powers to discipline pupils who behave badly on the way to and from the school bringing it to disrepute.
- The Head of School has the power to search pupils if they suspect one of them is carrying a knife or weapon.
- A legal duty to make provision to tackle all forms of bullying.

- Team Teach as a positive handling technique will only be used when it is reasonable to do so, the level of restraint is proportionate to the situation and should not be used unless absolutely necessary. The focus is purely on safeguarding and should not be used as control.
- There will be zero tolerance of any form of serious assault on pupils or staff.

The Head of School and Hub Council have a duty of care to all pupils and staff, and this behaviour policy takes appropriate account of the health and safety of all children and adults in the academy.

13. Positive handling.

At St Breock safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all. If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents or carers will be informed.

We have the right to take measures to keep pupils and staff safe.

14. Fixed Term Suspension and Permanent Exclusion.

In our behaviour plan a severe clause is in place so the school and children know what behaviour will not be tolerated in school. The following are incidents that may lead directly to internal or external exclusion:

A decision to exclude a pupil should only be taken: - In response to a serious breach, or persistent breaches, of the school's Toolkit for Learning, Love and Laughter - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This is sanctioned by Head of School in liaison with the Strategic Partner and the Trust's Inclusion Team. They may suspend a pupil for one or more fixed periods, for up to 45 days in any one academic year. They may also exclude a pupil permanently. Before doing so advice will have been taken from Hub Council, Aspire Board, The Education Welfare Service, County Psychological Service as appropriate.

If a child is suspended parents are informed immediately, reasons for the suspension. At the same time the Head of School makes it clear that parents can appeal against the decision to the governance of the academy. Details of how to do this is in the letter received.

The Head of School informs the local authority and the Aspire MAT about any permanent exclusion and about fixed term suspension beyond five days in any one term. The Hub Council itself cannot either suspend a child or extend the suspension period made by the Head of School.

Your child may be suspended for a number of reasons and this could be from half a day to permanently.

St Breock adheres to the Headteacher legislation guidance 'Exclusion from maintained schools, Academies and Pupil Referral Units in England September 2012' which relates to;

- The Education Act 2022
- The School Discipline (Pupil Exclusions and Reviews) England Regulations 2012
- Section 89 of the Education and Inspections Act 2006
- The Education (Provision of full-time education for excluded pupils) (England) Regulations 2007

Fixed Term Suspensions

If a child's behaviour shows no improvement after all available options to the school have been used, and all the procedures above followed, then a child will be suspended for a fixed term. This can be half a day to five consecutive days.

Other reasons for a fixed term suspension;

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the learning of other children.
- Regular breaches of the behaviour policy which results in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying.
- Verbal abuse related to the protected characteristics.
- Deliberate and wilful damage to school property.

It is likely that a combination of the above will contribute to a suspension. Parents/carers will be contacted immediately at the point of suspension and invited into school to discuss the seriousness of their child's actions.

Permanent Exclusions

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the school behaviour policy and where keeping the child in school would seriously harm the education or welfare of the pupil or others in school.

Serious breaches which may lead to permanent exclusion include;

- Persistent, long term defiant behaviour.
- Threatened or actual physical assaults.
- Sexual abuse.
- Supplying illegal drugs or carrying an offensive weapon.

Permanent exclusions will not be imposed immediately unless there is an immediate threat to others in the school. Before deciding to exclude we will ensure that;

- A thorough investigation has been carried out.
- The child being considered for exclusion has given their side of events.
- Consideration is given as to whether the child was provoked i.e bullying or racial harassment.
- A written record of actions taken and interviews with the child are kept – including any witness statements which should be signed and dated wherever possible.
- An exclusion is only made where the evidence shows the child is responsible for the incident.

15. Behaviour outside the School Premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour.

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil or that could adversely affect the reputation of the school.

16. Inclusion

It is our aim to be a fully inclusive school. Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of reasonable adjustment, behaviour management and support have failed to have an effect. If a child's needs cannot be met at St Breock, we would expect to look for a suitable setting for that child rather than excluding them.

17. Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on learning when in school. Many online behaviour incidents amongst young people occur outside the school day and off school premises. Parents are responsible for this behaviour. However, often incidents that occur online will impact on school culture. St Breock School has the right to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Behaviour issues online can be very difficult to manage given issues of anonymity however we believe that although online space differs in many ways, the same standard of behaviour are expected on line as apply offline, and that everyone should be treated with the same kindness, respect and dignity.

18. Mobile phones

No pupil requires a mobile phone in school throughout the day. If parents in Y5 or Y6 require their child to have a mobile phone in school for arrangements before or after the school day, these need to be handed in to their class teacher who will keep them safe until the end of the school day. Phones or devices are not permitted in bags.

19. Review

This policy is to be reviewed every two years by the Leadership Team and Hub Councillors.

20. Conclusion

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment

St Breock Staff Non-Negotiables

- All children will be greeted positively by their class team consistently every day.
- All children will receive a smile first thing in the morning.
- Adults will make their best effort to engage with as many children as possible first thing in the morning.
- Adults will take the time to notice children - e.g. new shoes, haircut, glasses.
- Adults will remember previous conversations and comment on them - e.g. How was the cinema?
- Adults will identify reluctant children and engage with them.
- Adults will share information about children with all those who will interact in that day - Teacher, TA, Break Duty Staff, Lunchtime Supervisors, Sports Staff, Brocks and After School Club Staff.
- Adults will always endeavor to enthuse and excite children with their positivity.
- When adults are conversing with children there will be no interruptions from other children or adults.
- Adults will consistently model aspirational values to children. This will be true of their interactions with children and adults alike.
- Adults will give children the time to listen.

APPENDIX 2

St Breock School Behaviour Policy Overview

St Breock School aims to create a secure, happy and safe learning environment based on mutual respect. We prioritise teaching positive, calm behaviour and understand behaviour as a communication. Staff build positive, trusting relationships to support behavioural change and successful school engagement.

Core Principles:

- **Mutual Respect:** Fundamental to fostering a secure and happy learning environment.
- **Positive Relationships:** Essential for emotional, social and neurological development.
- **Parental Collaboration:** Crucial role in reinforcing behavioural expectations.

**Our School Rules: Toolkit for Learning, Love & Laughter -
Respect, Friendship, Excellence, Equality,
Determination, Courage & Inspiration**

Expectations	
Pupils	Staff
<ul style="list-style-type: none"> -Follow verbal or visual instructions from adults. -Children follow the Toolkit for Learning, Love & Laughter. -Children work at the appropriate levels of noise (depending on the lesson). -Children move around the school safely and calmly. -Children respect school resources and equipment. -Children act kindly and always speak politely and respectfully to each other. -Children play appropriately – kind hands and feet (no play fighting or rough games) -Children stay in designated zones during playtime. -Children must ask to go to the toilet or to go inside. -Children line up in register order quietly. -Children display good manners. 	<ul style="list-style-type: none"> -Encourage children to actively participate in their learning and development. -Be consistent, friendly and professional. -Remain calm and positive. -Be aware of and support for Individual Needs: Additional support and tailored responses for children with identified needs. -Clearly define acceptable behaviour boundaries -Respond promptly, appropriately and consistently to boundary testing -Promote good behaviour positively -Explain why certain behaviours are unacceptable -Understand and respect children's experiences and feelings - especially those with additional needs -Collaborate with parents/carers for support and to celebrate achievements -Be consistent with praise, rewards and supporting positive behaviour -Support with 'Reflection Time' process -Walk towards any incidents

Reflection Time

When incidents occur, staff aim to let children calm down, listen to all involved and encourage reflection and apologies when appropriate. Once the child is calm, staff engage in reflection to talk through what went wrong, listen to all sides of the story, discuss strategy for managing behaviours if a similar situation occurs.

Rewards	Consequences	
<ul style="list-style-type: none"> -Verbal praise linked to the Toolkit -House points (The house cup is awarded termly to the team with the most points). -Green Card -Whole class treats -Stickers (gold/ silver stars) -Positive notes and Pride Postcards -Verbal feedback to parents/carers. 	Redirection	Verbal or non-verbal cues or gentle encouragement to change the unwanted behaviour
	Verbal Reminder	A reminder of the Toolkit delivered privately where possible, continue positively. Repeat reminders if necessary.
	Warning	A clear verbal warning delivered privately where possible – making the child aware of the next step consequence if behaviour doesn't improve
	Reflection Time	To happen at the next opportunity i.e. break/lunch/TA take class etc. Opportunity to talk through what went wrong and how to catch the mistake. Reflect and reset for next session (Logged on My Concern)
	if the child persists, SLT will be notified, and a phone call home made. A meeting made with pupil, parents, teacher and SLT/SENDCo if no noticeable improvements after a phone call. Behaviour plan initiated.	
An immediate response is necessary for: Serious fighting, bullying, derogatory behaviour, bad language directed at an adult, damaging property, hurting others with deliberate intent. In this instance, SLT will be called immediately and parents informed. Depending on the circumstances a fixed term suspension may be enforced.		

APPENDIX 3 HUB COUNCILLORS CODE OF CONDUCT

If a parent approaches a Hub Councillor about behaviour, the procedure should be:

- * Ask the parent if s/he has taken their concern to the teacher and / Leadership Team. If they have not, encourage them to do so, offering to accompany them if necessary.**
- * If the parent has already spoken to the teacher and head and says that they are still unhappy, then the Hub Councillor may discreetly ask to see the head in order to explain that they have been approached and to establish the facts. At this stage they may feel that they are clear about the matter and the issue is resolved.**
- * If after talking to the Head, the Hub Councillor still has a major worry concerning the parent's case, then they might need to inform and consult the Chair of Hub Councillors. The chair would need to judge whether the matter was sufficiently serious to be taken further at a governing body meeting.**

Throughout the procedure it is important that Hub Councillors:

Remain impartial

Be clear that they have no power as an individual Hub Councillor

Be careful about confidentiality

To remember that although Hub Councillors would wish to listen to parents' views, they have no direct role in terms of the day to day management of the school.