

# Positive Relationships and Behaviour Policy



## Bishop Road Primary School

Adopted by: Full Governing Body

Adopted on: March 2026

Review date: March 2027

This policy has been written with consideration of with the following school policies:

- School Equalities Plan, Anti- Bullying, Positive Handling, SEND, Exclusion, Staff Code of Conduct

## Aim

This policy is designed to promote an environment where everyone feels happy, safe and secure. Specifically, we aim to:

- Encourage a culture of quality relationships based on unconditional positive regard.
- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions and strive for the highest standards of behaviour.
- Celebrate and reinforce the successes of good behaviour, challenging inappropriate behaviour positively through the restorative approaches.
- Strive to develop tolerance, empathy and consideration in members of the school community through relationships and the curriculum.
- Ensure the safety and well-being of all members of the community and the environment in and out of class.

## Roles and responsibilities

### Staff

- All staff will take responsibility for promoting and maintaining good relationships and behaviour by using the agreed approaches consistently and acting as role models for children.
- Staff will monitor and record serious or persistent low-level concerns or incidents and produce individual plans for children who need specific support.
- Staff will ensure good behaviour is maintained at all times, including when children are moving around the school and in the playgrounds.
- Staff will communicate to parents and carers serious or persistent inappropriate behaviour.
- Staff will listen to children, value their contributions and not pre-judge or make assumptions based on previous behaviour.

### Parents

- Parents will support school in ensuring high standards of behaviour and fostering a good relationship between home and school.
- Parents will be aware of the school rules and expectations and support the school in implementing these.
- Parents will ensure that each child attends school daily, ready for learning and on time.

### Governors

- The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1) as well as reviewing this policy in conjunction with the Head Teacher and monitoring the policy's effectiveness.

### The Head Teacher

- The Head Teacher will ensure that the school environment encourages positive relationships and behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- The Head Teacher will ensure that this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

## **Restorative school approaches**

We recognise positive relationships are essential for effective teaching and learning to take place and we believe that there is a direct correlation between the quality of relationships and good behaviour. We know that if we maintain high self-esteem we will secure good behaviour, effective learning and positive relationships. Adults at Bishop Road will hold high expectations for relationships and behaviour for learning, adapting and personalising approaches for individual children where appropriate.

We show that we value our community members by:

- Being courteous, respectful and considerate.
- Recognising good work, a talent or an achievement.
- Actively listening to opinions and perspectives and taking time to reflect.
- Acting swiftly when members of the school community are treated inappropriately.

We support positive relationships and behaviour through:

- Following a consistent approach across the whole school community.
- Encouraging our children to see themselves as a member of the school and class team and recognise their responsibility within this.
- Developing the skills of co-operation and discussion and promoting attitudes of care and pride.

When addressing behaviour mistakes, adults will seek to:

- Take an enquiring and empathic approach, understanding that behaviour does not exist in isolation and seeking to identify wider factors (friendships, home life, sleep and diet) as part of an effective solution.
- Act intentionally when communicating by recognising environment, body language and tone as important.
- Actively listen and encourage the person to talk by asking open questions, supporting, summarising.
- Implement strategies to cultivate responsibility e.g. peaceful problem solving.

### **A restorative approach to behavioural mistakes**

When children make mistakes, we will focus on resolution and responsibility rather than solely punitive responses. Adults will help children understand the consequences of their actions and support children to modify and improve their behaviour, teaching children how feelings drive behaviour but modelling that behaviours can be changed 'I get angry with people too, but instead I ....'

Individuals will be encouraged to consider carefully what went wrong, to articulate their opinion of events and to reflect upon both how they felt and how their actions left others feeling. The opinions of the individual and those 'harmed' are both heard and the discussion is focused upon finding a fair and appropriate resolution. The facilitator of these discussions will be calm, reflective and non-judgmental. The discussion will often be structured to include the following questions:

#### **Restorative Questions**

<b>Questions for those who have harmed others</b>	<b>Questions for those who have been harmed</b>
What happened?	What did you think when you realised what happened?
What were you thinking about at the time?	What impact has the incident had on you and others?
What have you thought about since?	What has been the hardest thing for you?
Who has been affected by what happened, and how?	What do you think needs to happen to make things right?
How could things have been done differently?	
What do you think you need to do to make things right?	

### Encouraging and rewarding positive behaviour

- Regular celebration assemblies with certificates for positive behaviour and effort.
- Special bronze, silver and gold awards in Year 6.
- 'Star Class' award for each Year group.
- Horizontally tiered behaviour charts in every classroom with the opportunity to move 'along the chart for positive behaviours. Children begin each day and session as 'ready to learn' on the chart.
- Lunchtime star class awards for each year group on a weekly basis for conduct in the lunch hall and in the playground.
- Reward stickers from the Head Teacher, Deputy and Assistant Head Teacher and Year Coordinators.
- Personalised reward systems within classes.

### Applying sanctions

A restorative approach does not remove the role of responsibility and sanctions. Where behavioural choices fall short of school expectations, the following sanctions may be applied *as part of the restorative process*.

- Non-verbal signs of disapproval.
- A verbal reprimand or warning.
- Loss of privilege e.g. responsibility, book monitor, School Ambassador.
- Change of position within the learning environment.
- Sending the pupil to another teacher in the year group (part of the day only).
- Reflection time away from peers for *a part* of their break or lunchtime.
- Referring the pupil to a senior member of staff.
- Letters or phone calls home to parents.
- Agreeing a behaviour contract.
- Placing the child on a monitoring report.
- Internal exclusion.
- Suspension and permanent exclusion.

### **Bishop Road School Rules**

We are kind and polite.

We are helpful and honest.

We try our best.

We look after our school environment.

## **Guidelines**

### Pupil Support

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 differentiated to cater to the needs of the pupil. The school's special educational needs and disability co-ordinator 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.

### Reporting and monitoring

All staff will communicate any serious concerns about behaviour with the Year Coordinator/Senior Leader and parents/carers on the same day wherever possible. Staff will record and monitor serious or persistent misbehaviour. Behaviour patterns will be monitored by the Safeguarding Team and analysed to ensure equitable and fair enforcement of the policy.

### Removal from classrooms

Staff will only remove pupils from the classroom once other strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal can be used to restore order if the pupil is being unreasonably disruptive and allow the pupil behaving disruptively to continue their learning in a managed environment. The length of time children spend outside of the classroom is dependent on the behaviour displayed, the level of disruption that has been delayed and whether the pupil is ready to return to the classroom. We will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as enhanced in class support and resources, movement breaks and additional interventions.

### Bullying

The school does not tolerate bullying in any form. Our approach to preventing and dealing with incidents of bullying is contained in the [Anti-bullying Policy](#). The school uses the [Anti-Bullying Alliance](#) definition of bullying. Where allegations of reported bullying concerns do not meet the Anti-Bullying Alliance definition of bullying, these concerns will be treated seriously and school will work to support and resolve these issues.

### Positive Handling

Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. Our approach is outlined in the Positive Handling Policy.

### Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is: taking part in any school-organised or school-related activity (e.g.

school trips), travelling to or from school, wearing school uniform and in any other way identifiable as a pupil of our school.

#### 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. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis.

#### Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, Class Teacher, SEND and Year Group Coordinator Transition Meetings take place every year. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour will be transferred to relevant staff at the start of the term or year.

#### Suspensions and permanent exclusions

The procedures relating to suspensions and permanent exclusions are contained in the Exclusions Policy.

#### Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

#### Training

Our staff are provided with guidance on managing behaviour as part of their induction process. Relationships and behaviour management also forms part of continuing professional development.

#### Appendices

1. Written Statement of Behaviour Principles

## Appendix 1

### Written Statement of Behaviour Principles

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2022) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Head Teacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Head Teacher.

The Governors at Bishop Road School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Bishop Road School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency.

We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head Teacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Head Teacher has a duty to publish the statement on the school website.

The Head Teacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Head Teachers and School Staff, May 2022.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school.
- Bishop Road is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see appropriate reward and incentive systems, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and school staff are expected to exercise discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children, with support offered as necessary.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated.
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.