



## Sea View Community Primary School

# Positive Relationships & Behaviour Policy

### UNCRC

We are a Rights Respecting School and pay due regard to the United Nations Convention on the Rights of the Child (UNCRC) in all our working practices. We consistently reference and remind our children of the articles and the importance of the convention. We use the convention to promote a positive behaviour ethos across the whole school community.

The articles linking to this policy are: A12, A14, A19, A28, A29, A30 and A31

### Introduction

At Sea View Primary School we are committed to ensuring the highest possible standards of teaching and learning for all pupils. We believe that in order to accomplish this, we need to nurture a whole school commitment to positive relationships and behaviour. Our policy is based upon the aims, values and beliefs, which underpin the school ethos, and are integral to the vision for the school.

### Our Aims

At Sea View Community Primary School we aim to:

- Facilitate a broad and exciting curriculum underpinned by a wide range of experiences.
- Provide a safe, happy, nurturing & child-centred learning environment allowing pupils to develop independently into confident life-long learners.
- Have high expectations so all pupils aspire to be the best that they can.
- Foster teamwork, communication and collaboration.
- Ensure all stakeholders feel involved, listened to and valued.
- Teach pupils to value diversity and equality.
- Develop literate, numerate, digitally competent and healthy citizens equipped for the future and whatever it may hold.

## **Our Values**

Responsibility  
Courage  
Friendship  
Thoughtfulness

Positivity  
Determination  
Honesty  
Co-operation

Kindness  
Compassion  
Respect  
Sharing

## **Our Beliefs**

At Sea View Community Primary School we believe that:

- Positive relationships are key to success in all areas of life
- All children want to behave well
- Behaviour communicates feelings
- With the right support and nurture, children can improve how they manage their behaviour
- Our rewards and consequences should be clear and consistent, appropriate to the needs of the individual and fair

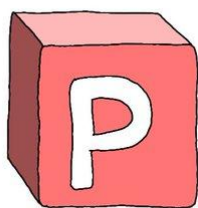
## **Building Relationships**

As a school we will:

- Actively aim to build trusting, respectful relationships with all members of our school community
- Demonstrate belief in every child
- Treat children, and each other, with respect and dignity
- Invest time in nurturing positive relationships
- Always consider what the behaviour is communicating
- Keep our word and follow through any action
- Apologise when we have made a mistake
- Manage our own emotional response
- Self-regulate and ask for help from a colleague, if needed
- Maintain appropriate boundaries
- Offer high levels of empathy

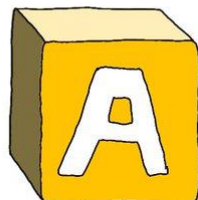
## **Helping Children when they are emotionally distressed**

At Sea View Community Primary School we will help children when they are emotionally dysregulated by using the **PACE approach**. We will be Playful, Accepting, Curious and Empathetic.



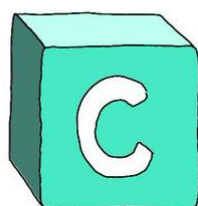
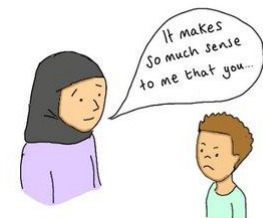
## Playfulness

- Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



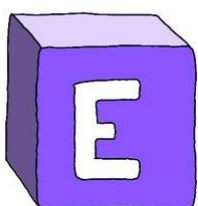
## Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



## Curiosity

- Being curious to where a behaviour has come from (in your head or out loud...)



## Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Juliet Jones

We will also help children by providing a commentary (if appropriate) to validate their emotions and help co-regulate them using the following approaches:

- **Name it to tame it .... Take time to validate the emotion by naming it**

"I can see that you are feeling ....."

"You look really ....."

- **Soothe it to stop it**

Allow opportunities for the child to be soothed this can take different forms; sometimes simply placing a hand upon their shoulder

- **Sort it to solve it**

Use the restorative practice questions help repair any damage and restore the relationship.

## The Restorative Questions

1. What happened?

2. What were you thinking about at the time?

3. What have your thoughts been since the incident?

4. Who do you think has been affected by your actions? In what way were they affected?

5. What do you need to do now to make things right?

**Restorative Practice in School**

[www.elsa-support.co.uk](http://www.elsa-support.co.uk)

Images from My cute graphics





## Supporting Pupils' behaviour

At Sea View Primary School we understand that at times, some children will need greater support to regulate their behaviour. As such, we use a graduated system to provide support.

	We will:
For all pupils	<ul style="list-style-type: none"><li>• Model the behaviour we expect</li><li>• Speak respectfully to pupils and make them feel special</li><li>• Encourage participation</li><li>• Reward positive behaviour and reinforce core values</li><li>• Provide opportunities for the child to make things right</li><li>• Create a calm learning environment, with no shouting or shaming</li></ul>
For some pupils (e.g those who find it hard to process their emotions)	<ul style="list-style-type: none"><li>• Provide a quiet space and support if required to de-escalate</li><li>• Provide a commentary to help validate/understand their emotions</li><li>• Have a system in place so the pupil can visit the school's nurture provision</li><li>• Identify a key adult for the pupil</li><li>• Explicitly teach regulation strategies</li><li>• Use visual scaffolds to help the pupil make things right</li></ul>
For a few pupils	<ul style="list-style-type: none"><li>• Create a pro-active behaviour plan to support them and share this with all staff working with the child</li><li>• Refer and work with partner agencies to provide support to the pupil and their family</li><li>• Make a referral to Behaviour Support Team, ALN Team or EOTAS provision if necessary</li><li>• Recognise the impact that trauma can have on pupil behaviour</li></ul>


## Rewards and Consequences

Positive relationships and good behaviour and effort are rewarded with dojo points. We will use the Sea View Superheroes to reinforce values and behaviours, for example:

Ambitious Barri	Enterprising Mali	Healthy Harri	Ethical Sali
			
<p><b><u>Determination &amp; Positivity</u></b></p> <ul style="list-style-type: none"> <li>• Learning</li> <li>• Fail then learn</li> <li>• Wait your turn</li> <li>• Stick at things when they are hard- resilience</li> <li>• Listen to others</li> <li>• Show a “growth mind-set”</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Take pride in your work</li> <li>• Wear school uniform</li> <li>• Bring your equipment to school (book bag, swimming Kit P.E kit)</li> <li>• Accepting consequences for your actions</li> <li>• Thinking before you act</li> </ul>	<p><b><u>Co-operation &amp; Thoughtfulness</u></b></p> <ul style="list-style-type: none"> <li>• Help with jobs</li> <li>• Take turns in a group</li> <li>• Take part in a group</li> <li>• Listen to others’ ideas</li> <li>• Work together to achieve</li> <li>• Help each other</li> </ul> <p><b>Friendship</b></p> <ul style="list-style-type: none"> <li>• Support each other</li> <li>• Make them feel safe and loved</li> <li>• Listen to them</li> <li>• Speak in a kind way</li> <li>• Allow you friend to have other friends</li> <li>• Play with them</li> <li>• Keep safe promises with friends</li> </ul>	<p><b><u>Kindness &amp; Compassion</u></b></p> <ul style="list-style-type: none"> <li>• Care for each other</li> <li>• Treat others as you wish to be treated</li> <li>• Show kindness</li> <li>• Look after the school environment</li> <li>• Show that you are grateful;</li> <li>• Say thank you</li> <li>• Help a friend</li> <li>• Open a door for an adult</li> <li>• Use kind hands</li> <li>• Use kind actions</li> <li>• Say “put ups” to each other</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• Share the play equipment</li> <li>• Share equipment in class</li> <li>• Give to others if they need something</li> <li>• Join in with charity events</li> </ul>	<p><b><u>Respect</u></b></p> <ul style="list-style-type: none"> <li>• Treat others well</li> <li>• Listen to teachers and children</li> <li>• Always use kind words</li> <li>• Respond to an instruction from adults</li> <li>• Learn about other peoples’ lives</li> </ul> <p><b>Honesty &amp; Courage</b></p> <ul style="list-style-type: none"> <li>• Tell the truth</li> <li>• Say your opinion</li> <li>• Question things if they appear to be wrong</li> <li>• Be honest with your feelings</li> </ul>

## Consequences

Negative behaviours will have specific consequences and these will be discussed with the children. The reasons behind the behaviour will always be considered and each day will bring a fresh start. We will use restorative practices to repair relationships if necessary and encourage a reflective approach by all.

 <p>Escalating Behaviours</p>	<p><b>If you...</b></p> <p><b>Low level behaviour e.g.</b></p> <ul style="list-style-type: none"> <li>• Making silly noises</li> <li>• Talking over someone</li> <li>• Wandering around when you have been asked to stay in your seat/place</li> <li>• Running in the corridors when you have been reminded to walk</li> <li>• Disrupting others from completing their work</li> <li>• Refusing to complete work</li> </ul>	<p><b>This will happen...</b></p> <ul style="list-style-type: none"> <li>• You will be reminded of positive behaviours and given the opportunity to make it right.</li> <li>• You will be given a warning</li> <li>• You may miss some of your playtime</li> </ul>
	<p><b>Mid level behaviours e.g.</b></p> <ul style="list-style-type: none"> <li>• Saying hurtful things</li> <li>• Fighting</li> <li>• Taking someone else's belongings</li> <li>• Using bad language (swearing)</li> <li>• Persistently refusing to do what an adult asks</li> <li>• Using racist, homophobic, biphobic or transphobic language</li> <li>• Damaging school or someone else's property</li> </ul>	<ul style="list-style-type: none"> <li>• You will be given a warning and the opportunity to make it right</li> <li>• You will lose a playtime and take part in a restorative conversation</li> <li>• Your parents will be informed by your classteacher</li> <li>• Your classteacher may decide to tell the deputy head or the headteacher</li> <li>• You may be given an out of class exclusion</li> </ul>
	<p><b>High level behaviours e.g.</b></p> <ul style="list-style-type: none"> <li>• Leaving school grounds without permission</li> <li>• Behaviour that endangers other people's safety</li> <li>• A physical attack on another person</li> <li>• Behaviour that endangers your own safety</li> <li>• Bullying (including cyberbullying)</li> <li>• Deliberately destroying school equipment/property</li> </ul>	<ul style="list-style-type: none"> <li>• You will take part in a restorative conversation</li> <li>• You will lose playtime</li> <li>• Your parents will be informed by your classteacher, deputy head or the headteacher</li> <li>• You may be given an out of class exclusion</li> <li>• You may be excluded from school for a number of days</li> <li>• The school may ask for a Behaviour Support Teacher to work with you</li> <li>• For persistent high level behaviour, you may be permanently excluded from school or have to attend the pupil referral unit</li> </ul>

Date of Policy: Summer Term 2022 *J. Dunn*

Date for Review: Summer Term 2023 *J. Dunn*

Date of next review: Summer Term 2024 *J. Dunn*

Date of next review: Summer Term 2025 G Tiltman