

Positive Relationships Policy



We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

School Name	Ellington Infant School
Adopted and Approved by the Governing Board date	September 2025
Review date	September 2026

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1. Rationale

The Governors and staff of Ellington Infant School believe that the positive relationships policy is an essential and integral part of the culture of our school, emphasising the values of happiness, high-expectations, courage, teamwork, and respect. The policy has a key role in developing pupils as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

Authors – Whole school staff and Governors

2. Aims

- to promote positive relationships and a sense of belonging.
- to ensure a safe, caring, and happy school.
- to promote self-discipline and tolerance of each other.
- to prevent bullying and develop skills to deal with unwanted behaviour from others.
- to develop forgiveness.
- to ensure a whole school approach to behaviour.
- to promote self-respect, a respect for others and a respect for individual difference.
- to be aware of the need for rules and promote acceptance of them.
- to ensure appropriate behaviour and language throughout the school.
- to trust one another.

This policy is designed to meet the following behavioural issues:

1. To improve and develop children's standards of behaviour and social interaction with regard to-
 - Relationships with each other.
 - Respect for others including all adults.
 - Respect for property.
2. Children's attitudes to school, adults, and property.
3. Achievement of a consistent approach to behavioural issues for all staff including Midday Supervisors.
4. Expectations in relation to children's manners and courtesy.
5. Action to be taken against negative behaviour.

It is of major importance that all staff including those who have supervisory responsibilities for the children, are aware of what is expected from the children in terms of their behaviour. Consistency in approach is of paramount importance.

We recognise that there may be some children with special educational needs where personalised behaviour management strategies may be needed.

3. Expectations of Behaviour

Playground

Children play on the playgrounds in line with the following playground rules and expectations:

1. Stay in the playground (unless permission given to enter the building)
2. Play safely
3. Be kind
4. Do not hurt others (verbally or physically)
5. Respect the environment
6. Children to line up in an orderly manner when indicated time to come into class

Classroom

Class rules should be established and displayed at the beginning of each new academic year.

Adults within the school have high expectations with regard to children's attitudes. The relationships should be based on:

- A mutual love and respect for each other
- A respect for all adults
- A respect for all property

Moving Around the School

Children should walk quietly around the school at all times.

Assembly

Assembly is a time when we can celebrate, reflect, share, and praise. To assist in the achievement of these aims, children should:

- Come in and out of the hall quietly.
- Sit attentively and respond if requested.
- Adults should take responsibility for maintaining good behaviour.

Methods

We endeavour to encourage appropriate behaviour by:

- Creating a positive behaviour ethos – adults in school endeavour to model the standards of behaviour and social interaction that we would like to see from all members of our community. This modelling includes communication and interactions between adults, and between adults and children.
- Praising and encouraging appropriate behaviour – Verbal praise acts as a reinforcement of desired behaviours and can be used to encourage children to consider their own behaviours. Techniques such as distraction can be used to divert children away from potential negative behaviours, and to encourage them onto a more appropriate path.
- By providing opportunities to develop positive behaviour through curriculum opportunities, Circle time, Relationship education, Social Skills Group.
- Using a restorative justice approach to reconciling children after conflict/inappropriate decision making.
- By rewarding children in a variety of ways for displaying desired behaviours:

Dojo Points act as a method of positive reinforcement and reward other than verbal praise. Children can be awarded points for displaying desired behaviours.

Stickers can be awarded by teachers whenever appropriate. School leadership will also give out stickers when walking around the school to reward and promote positive behaviours. Children can be sent to the Headteacher to share excellent work, effort or behaviours including, but not limited to our school values. This will then be recognised by way of certificates in the weekly assembly.

Certificates are issued in a weekly celebration assembly by the Headteacher, designed to recognise consistent effort and positive behaviour for learning throughout the week, as well as demonstrating school values.

Class rewards can be worked towards throughout the term at the teacher's discretion. Some classes use whole class reward systems to encourage community and working together towards a shared goal.

Person of the Day some classes use this method of recognising each member of the class and celebrating what makes them a special part of the class. A class-based certificate is given, and all children share positive attributes about that child. The child is then given privileges for the day such as 'line leader'.

Parents are encouraged to support and reinforce the school behaviour policy. A home/school behaviour book may be used if it is felt appropriate to do so by the teacher.

Regular meeting with parents may be arranged if necessary.

Pupils with challenging behaviour:

Individual targets will be put into place for pupils needing behavioural support. Their Individual Behaviour Support Plan will emphasise the positive aspect of achievement.

Severe and Challenging behaviour:

In cases where a reported series of challenging, verbal or physical behaviour has occurred, the child will be supported through planned intervention, support and sharing of expectations.

Consultation with the pupil(s), family, class teachers and appropriate agencies will take place and a plan will be drawn up. An Individual Behaviour Support Plan (see appendix) will be established if appropriate. Should the incidences continue, a member of the SLT will meet with parents to determine a suitable course of action.

4. SEND

As a school we strive to ensure that we cater to the needs of all our children. In doing so, we recognise that the systems laid out in this policy may not be appropriate for certain children with particular needs. Where this is deemed to be the case, school staff will work with the child and parents/carers to put in place an alternative system which ensures clarity of expected behaviour and rewards positive behaviours.

5. Exclusion

Formal Exclusion Procedures will be followed as required.

Progression of sanctions for behaviour incidents in class:

- Verbal warning
- Move to another table for thinking time, supported by an adult
- Time spent in another class for a short period of time to be supported by another adult
- Be referred to a member of the Strategic Leadership team
- Speak with parent after school and inform Headteacher
- Parent invited to a meeting with Headteacher

Progression of sanctions in playground:

- Verbal warning
- Child to sit out in 'reflection area' with adult support for specified, age appropriate time and teacher informed
- Child to be taken inside to be supported in thinking time
- To be referred to Headteacher for potential discussion with parents

There is also a system of positive reinforcement where children are given tokens for positive behaviour in the playground, which can be redeemed for rewards in class.

6. Review

This policy will be reviewed annually, or as appropriate to the School Improvement Plan.

INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Name:

Class/Year Group:

TRIGGERS:

MANAGEMENT STRATEGIES:

**Behaviours that
require a planned
response:**

Proactive

Active

Reactive

	?	?	?
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REWARDS/POSITIVE REINFORCEMENT: sticker card, treat time

SANCTIONS/RESPONSE: e.g. time out, send to pupil mentor etc.

ADDITIONAL INFORMATION:

Medical conditions/ angry when hungry/home life problems etc.

