



**ATLAS**  
COMMUNITY PRIMARY  
**SCHOOL**

## **Positive Behaviour & Relationships Policy**

*Empowering every child to*

*'Be Powerful'*

Agreed Date:	Review Date:	Person Responsible
October 2024	October 2025	LS/JS

At Atlas Community Primary School we believe that positive behaviour is an essential condition for effective learning and for happy children and staff.

We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. As a whole school community we expect high standards of personal behaviour, which are based on respect for every individual. We place self-discipline, self-worth and responsibility at the heart of all that we do in order to provide opportunities for all pupils to thrive and develop.

We believe that pupils learn best when they feel safe and happy in school. Positive behaviour enables all pupils to feel valued, cared for and safe.

In order to promote positive behaviour, we aim to emphasise potential, rewarding successes both inside and outside of school; giving praise for effort and achievement. We also recognise that pupils need to feel a real sense of fairness and justice, and as such understand the need for appropriate and consistent sanctions when standards are not maintained.

We expect all adults in our setting to provide the highest example of care, consideration and respectful behaviour, fostering positive and effective learning behaviours. Through our curriculum values, we believe that all children can develop high levels of independence and self-discipline which will prepare them well for life. We ask that parents and carers work with the school in helping to foster positive attitudes and behaviour.

Our 'Beehave' Mantras for everyone in school are:

**Be respectful**

**Be kind**

**Be truthful**

**Be powerful**

## **Aims of our policy:**

This policy exists to provide a framework for supporting the aims of Atlas Community Primary School and to ensure the wellbeing of every individual in our school community. It will do this through:

- Providing a calm, purposeful atmosphere throughout the school
- Using positive language and the language of choice to enable pupils to develop an understanding of personal responsibility
- Helping our children to be caring, thoughtful individuals who respect and value the thoughts, feelings, opinions, beliefs, property and differences of others
- Encouraging increasing independence and self-discipline so that each child learns to be responsible for their own actions
- A fair and consistent approach to behaviour throughout the school with parental cooperation and involvement
- Helping every child to develop healthy levels of self-esteem
- Creating a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded
- Working alongside parents and carers to help our children to develop socially, emotionally, academically, orally and spiritually in preparation for a positive role in society
- Ensuring that everyone is clear about their role when managing pupils' behaviour
- Making sure that the children are aware of unsafe and unacceptable behaviour, and Affording equal opportunities to all individuals
- Developing skills (in both adults and children) to resolve conflict and differences of opinion with sensitivity
- Developing an understanding of the rights and responsibilities

## **Encouraging Positive Behaviour:**

We support positive behaviour and positive environment through:

A whole school reward system.

A consistent approach by every member of the school community.

Teaching pupils to recognise, label and talk about their own emotions, and develop strategies to manage these. This is supported through the delivery of the My Happy Mind Curriculum and the use of Zones of Regulation in school.

Monitoring pupil attendance and taking swift action where necessary

Developing the voice of the child by providing opportunities to present, discuss, debate, give opinions and lead (e.g Head Pupils/School Council/Eco Team/Buddies/Librarians/Digital Leaders and Head of Houses)

Encouraging pupils to see themselves as part of the whole school community and recognise their responsibility within this

The use of consistent language – warning, reminder and consequence

Encouraging every individual to take pride in their school and its environment

Ensuring a positive and consistent approach to playtimes and lunchtimes

Providing a welcoming, calm and inviting learning environment

Offering a broad, balanced and relevant curriculum which offers opportunity to develop the whole child.

At Alas Community Primary School, we believe that consistent messages from all members of staff ensure fairness for all pupils.

These messages are set out in our Pupil Code of Conduct, displayed in each classroom.

## **Atlas Code of Conduct – Pupils**

For a safe and happy school, we are expected to...

- Arrive on time, everyday
- Wear the correct school uniform ad PE kit
- Show respect to everyone in our community
- Be honest, well-mannered and kind
- Take pride in our school building and look after its contents
- Walk sensibly and quietly in the corridors
- Keep our school tidy and litter free
- Set good examples to others
- Exercise self-control
- Be an upstander not a bystander

**Be Respectful**

**Be Kind**

**Be Truthful**

**Be Powerful**

If children do not meet any of these standards for any reason, we all consistently speak to them using the same language – always referring to whether they are displaying our mantras:

**Be Respectful**

**Be Kind**

**Be Truthful**

**Be Powerful**

When we speak about whether the children have behaved within these mantras, we will speak to them about how 'powerful' their choices are in terms of their consequences – and how they have to use their power for good.

**Consistency is key:**

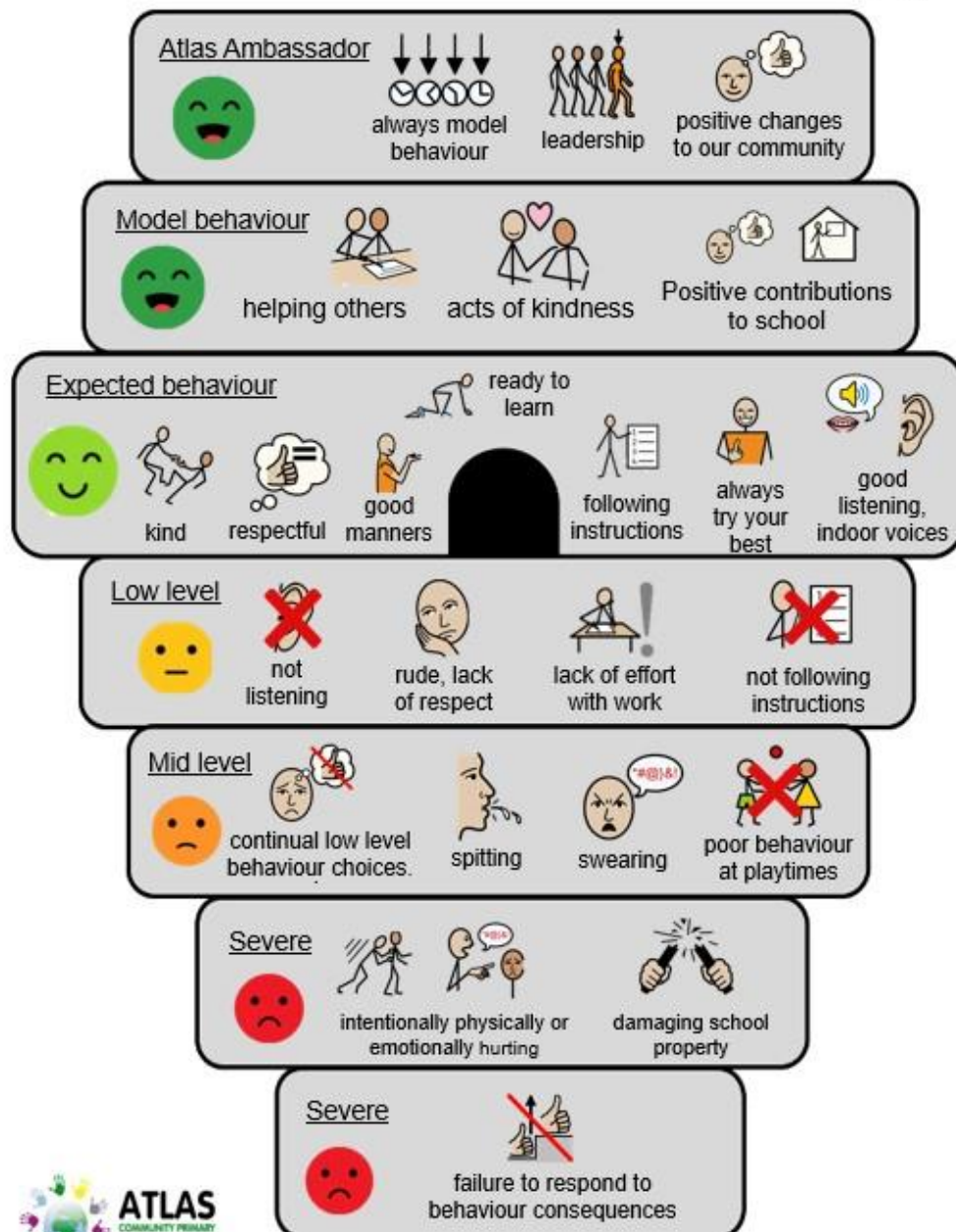
Our 'Beehave' shows pupils, parents and staff a clear guide to behaviour levels and to the rewards and sanctions which accompany them.

These are displayed in every classroom and are agreed by all staff and pupils.

The highest expectations should be afforded to all pupils – every single pupil can be an Atlas Ambassador and should strive for this, however it is our responsibility to offer the opportunities and environment in which they can flourish.

All children are given a warning, a reminder and a consequence.

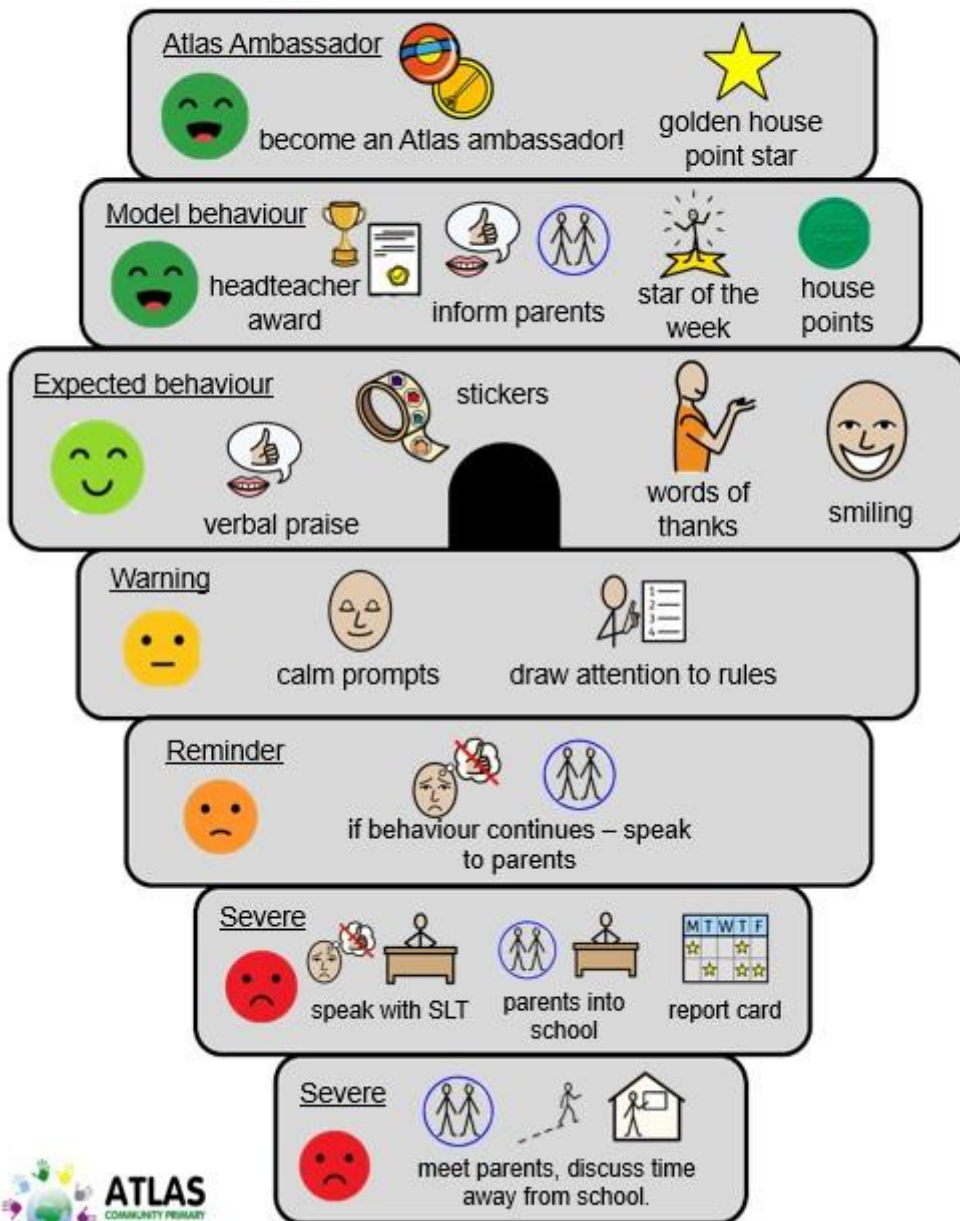
# Beehave



**Consistency is key:**

ALL members of staff must follow this document so that ALL children are treated equally and fairly.

# Rewards & Consequences



## Levels of behaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed. It is important to unpick why a behaviour has been displayed, using a STARR analysis and that not all behaviours can be listed.

Low Level	Moderate Level	Severe
Fidgeting	Constantly shouting out	Serious assault
Being silly, e.g giggling in class	Poor effort	Vandalism e.g damage to school property
Talking in class when they should be listening	Distracting others repeatedly	Physical/verbal threats made to staff or pupils
Late for school/forgotten PE Kit or planner, incorrect uniform	Poor attendance	Use of or in possession of drugs/solvents
Failing to stay on task	Continuously unprepared – no planner/no PE kit/not completed homework/not reading at home	Violent outbursts (verbal or physical)
Bad language (one-off)	Continually wearing items of non-uniform	Persistent, deliberate hurt to others – targeted
Dropping litter/failing to tidy after themselves	Ignoring adults	Leaving school without permission
Unkind remarks (one-off)	Stealing	
Telling tales to get others in trouble	Aggressive behaviour or language	
Leaving people out (one-off)	Repeatedly unkind or leaving people out	
	Persistent bad language	



## **Bullying**

This is a behaviour that happens several times on purpose.

Bullying behaviours may be a first time behaviour but are severe and targeted. These incidents will be logged on CPOMs and monitored by staff.

STOP is displayed in each classroom.

### **When is it Bullying?**

Bullying is something that happens several times on purpose.

**S**everal

**T**imes

**O**n

**P**urpose



### **What can you do?**

<b>S</b>	Stand up to the bully and use your words to tell them to stop bullying.
<b>T</b>	Take appropriate action to get away from the bully, go to an adult.
<b>O</b>	Open up to a trusted adult.
<b>P</b>	Protect yourself from bullies

## **Positive Behaviour Management:**

Listed below are a range of strategies which can be used within our 'Beehave' to reinforce positive behaviours:

**Positive feedback** - Acknowledge/Approve/Affirm

acknowledge (notice and describe the behaviour), approve (say why it is good) and affirm (apply a positive to the pupil, eg 'thank you for tidying up so quickly – you are a fantastic helper!')

**Positive correction** – tell the pupils what you want them to do; not what you don't want them to do, e.g 'please walk' instead of 'don't run'. Avoid the use of 'stop' or 'don't'.

**Positive repetition** – when you give an instruction, ask someone who is following the instruction to repeat and affirm it rather than focusing on someone who isn't yet following it – focus on the good.

**Non-verbal cues** – looking, waiting, gesturing

**Give time** – Give a clear instruction in a non-confrontational way, then move away from the pupil with a clear expectation that the pupil will comply

**Re-direction** – repeat direction without being side-tracked. Use thanks and move away – do not stand over/intimidate/confront pupil.

**Tactically ignore** – ignore any secondary behaviours if the pupil is compliant with the primary behaviour request, e.g if the pupil begins the task (primary behaviour) when reminded, ignore any secondary behaviours e.g huffing/muttering/eye-roll. If you jump onto this behaviour, it will escalate.

**Physical proximity** – move closer within the room.

**Distraction/Diversion** – give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour, e.g if you feel that they are displaying the behaviour to gain attention or time.

**Clear Expectations** – e.g 'when we come in from break, I will be looking for...'

**Where/What** – ask rather than tell, e.g 'where should you be?'/ 'what should you be doing?' **Choices** – e.g 'you can put the toy down on my desk or away in your bag – which one are you going to do?'

**Broken Record** – calmly repeat the request or rule or consequence; do not be drawn into an argument, stay neutral

**Private Reprimand** – a quiet word rather than a public confrontation or humiliation

**Repair & Rebuild** – as soon as possible after a reprimand, find an opportunity to say something positive about the pupil to affirm your positive relationship

It is important to involve parents in positive behaviour conversations – talk to parents about positive behaviour and celebrate this continually. This reinforces positive relationships throughout the school and is vital in sending consistent messages.

## Dealing With Difficult Situations:

When dealing with challenging situations, adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and strategies which may be useful:

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless their safety deems it necessary Avoid prolonged eye contact
- Stand still
- State expectations clearly
- Remind pupils of expectations and/or consequences (use cautiously)
- State what will happen next
- Remove the 'audience' if necessary
- Withdrawal – move the pupil away from the group for a short period – use the Zen Den as a base. This models a non-violent, non-confrontational response, gives 'cooling off' time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protect the rights of all.
- Time to talk – offer the pupil a safe space to air their feelings
- Exiting (see Positive Handling Policy)
- Always remember to give a thought-driven, professional response to any pupil's behaviour with a view to de-escalating the situation for all concerned
- All behaviour is a means of communication. Habitual behaviour serves a purpose, but more appropriate behaviour can be learned with help from us. How we as adults choose to respond is so important in teaching pupils how to deal with their feelings and emotions, and in teaching and achieving the desired behaviour Consistency of approach from EVERY adult
- **Teach the pupils that you *absolutely* care about them, even when they display challenging behaviour, e.g 'I want you to succeed', 'you have the power to change this', 'you are responsible and you can do this'**

## Partnership with Parents

Parents will always be informed of issues in a measured way. This will be done politely and in private (i.e not at the cloakroom door in front of other parents) Please be mindful of any circumstances which would make this difficult and ask for support accordingly. The teacher can work with parents to find the best way forward, for example a home/school behaviour chart.

Where other children are involved, parents are strongly advised to approach teaching staff or SLT and not approach the child or their parents directly.

## **Causes of Inappropriate Behaviour:**

There are a number of 'in school factors' and 'out of school factors' which can lead to inappropriate behaviour, which must be considered:

<b>In School Factors</b>
<p><b><u>The Environment</u></b></p> <p>Lack of proper ventilation Physical problems – e.g limited space to move Special occasions which make things 'different' or 'out of routine' – e.g fire drills, Christmas, parents' workshops, celebration days etc... Appropriate adaptations not in place to meet the child's needs</p>
<p><b><u>The Child</u></b></p> <p>Tired due to lack of adequate rest Hungry due to insufficient or inappropriate food Poor or inappropriate social skills A need for attention from peers/teachers/parent Low self-esteem Medical problems Bullying SEND</p>
<p><b><u>The Teacher/Staff</u></b></p> <p>Offering poorly planned/differentiated curriculum leading to frustration or boredom Lack of clarity in explaining expectations for behaviour or subject matter Pupils' lack of knowledge due to poor or confusing instruction</p> <p>Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination, being 'pals', lack of reinforcement of inappropriate behaviour</p> <p>Lack of professional conduct and/or professional development</p> <p>Teacher stress – not seeking help</p>

## Out of School Factors

### **The Environment**

Lack of appropriate sleeping arrangements

Physical problems – e.g limited space to move/play

Special occasions which make things 'different' or 'out of routine' – e.g family weddings, Ramadaan, Eid, parents or family members abroad Lack of emotional support or talk at home

Lack of routine and boundaries at home

### **Family Circumstances**

Child's position in the family

Child's relationships with parents/siblings/grandparents etc...

Family feud

Separation/Divorce/Bereavement

Poor mental health

Family trauma

Family member in prison

Involvement with other agencies (e.g Early Help, Medical, Social Care)

Alcohol/drug use

ACE's

### **The Neighbourhood**

Peer relationships

Child's access to other peer groups

Bullying

Disturbance

Lack of supervision/safety measures

In all cases, if you have concerns regarding a child's behaviour – log it, report it, take advice.