

John Blandy Primary School

Positive Relationships & Behaviour Policy



Belong. Believe. Brilliant.

September 2025

Values and Ethos

“Strong relationships underpin life at John Blandy. Leaders know every family within this village school. Staff provide a high level of care to each other, parents and the pupils. Pupils describe their school as a warm, supportive place where everyone is looked after. A pupil summarised this by saying, ‘If you are feeling low, there is always a special person to help you, and this makes me feel really happy. Sometimes all I need is a smile to make me feel better.’” Ofsted report Nov 2021

At John Blandy, we pride ourselves on our positive relationships at every level and with every stakeholder. Successful relationships at John Blandy are founded on mutual respect, honesty, clear communication (both listening and speaking calmly to each other), clear boundaries and expectations, trust and consistency.

Our school vision: **Belong. Believe. Brilliant.** radiates in all that we do and helps create the positive, nurturing ethos of our school. As a school community, we belong together and support each other in our learning. We encourage our children to believe in themselves, and others and we recognise that in belonging together and believing in each other, we will be brilliant! We are a Values based school; our eight core values underpin our school vision:

Honesty, Respect, Humility, Resilience, Patience, Responsibility, Unity and Empathy.

All of these values, modelled by both children and adults alike, instil positive relationships within our school.

Our Aims

We know that happy children learn and therefore maintaining positive relationships is essential. By using consistent, positive behaviour strategies, our children feel happy, safe, secure and therefore well-regulated, enabling them to learn successfully.

At John Blandy, we expect a high standard of behaviour from all of our pupils.

Our children will:

- ✚ Display levels of high self-esteem, value and worth
- ✚ Behave sensibly, be happy and enjoy our school
- ✚ Respect others
- ✚ Be kind, friendly and caring towards others, treating other people as they would like to be treated themselves
- ✚ Be polite, honest and helpful
- ✚ Listen carefully to other people
- ✚ Develop a responsible attitude towards their own learning and towards the development of their roles in school and in the wider community
- ✚ Be open-minded and understanding of others, giving full consideration to the rights, responsibilities and property of others
- ✚ Take pride and a responsible interest in caring for their environment both at school and in the wider world
- ✚ Understand feelings and emotions and how these can be affected by the behaviour of others
- ✚ Be able to rebuild relationships after conflict has occurred
- ✚ Move quietly around school
- ✚ Help keep our school and grounds tidy

This is achieved through:

- ✚ An ethos that is nurturing and caring, which celebrates the rich and diverse community a school can bring
- ✚ Through providing an inclusive safe environment, which embraces and teaches the equality of gender, race, religion, disability, ethnicity and sexual orientation (Equality Act 2010)
- ✚ Mutual respect shown for one another

- ✚ Listening environments – where time is given for everyone’s voice to be listened to and be heard
- ✚ A safe environment to share thoughts and ideas with confidence and not be ridiculed or inhibited
- ✚ Where honesty is appreciated and valued by all
- ✚ Calm, purposeful learning environments which are lived; where children are spoken to with warmth and affection; where respect is shown towards others and their property; where wrong choices are queried, reflected upon and redirected; where chances to improve behaviour are given; and where positive reinforcement and praise are deep rooted
- ✚ Exceptional behaviour being recognised through acknowledgement/reward
- ✚ Early intervention; nipping negative behaviours in the bud, through discussion with parents and/or staff and seeking external advice if necessary
- ✚ Support from our ELSA to develop and maintain positive relationships
- ✚ Working in close partnership with our parents
- ✚ On occasion, we will seek external advice should the need arise

In order to achieve this, a consistent and predictable approach to behaviour by all staff members is necessary across the school, providing children with clear boundaries and expectations.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.” Paul Dix (When the Adults Change, Everything Changes).

As a staff, we will use:

- ✚ Consistent language and consistent response, reinforcing our Key Principles.
- ✚ Consistent follow up: ensuring “certainty” at the classroom and Senior Leadership level. Staff taking responsibility for behaviour interventions, seeking support from others only when necessary.
- ✚ Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- ✚ Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- ✚ Consistent expectations which promotes appropriate behaviour.
- ✚ Consistent respect from the adults, even if faced with disrespectful behaviours.
- ✚ Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers and support staff as role models for learning.
- ✚ Consistently reinforced rituals and routines for behaviour: in classrooms, and within all areas of the school.

Key Principles

Our Key Principles, provide a clear expectation of children within our school.

Ready. Safe. Kind.

We promote our children to be **Ready** to learn; children who are **Safe** in both their learning and their play; and children who are **Kind** to others, including peers, staff and visitors.

This consistent language used by all staff will help children recognise the boundaries and expectations. Boundaries provide security and safety for children as through these, children know what is expected of them; without clear expectations, behaviour can waiver.

Visible Consistencies

Across the school, we will continue to develop Visible Consistencies throughout the school year. These will be

expectations that every adult in the school will remind the children to follow. Regularly, when the need arises, we will have a new focus for example: behaviour in assembly, school uniform or lining up to come into school. Where necessary, we will revisit a Visible Consistency where one might slip, to bring it back to the forefront and for it to become consistent again.

Rewards

As a school we build relationships through a simple, yet effective positive reward-based system across the school.

House points

House points are awarded to children for following our school values. Over the course of the school year, the 8 values are divided over the course of the year as a focus. Children are awarded house points for displaying one of the school's values eg: Humility, Honesty, Respect. Children will receive a token and these are placed into a pot. Each week, these will be counted and the winning house will have their coloured ribbons placed on the House Cup.

Recognition Board

The Recognition Board acknowledges good choices made by pupils. Their name is displayed on the board throughout the day, even if a child later makes an inappropriate choice. This acts as a reminder to the child of the right choices that they had made to help bring them back to task. In the first two weeks of each new year, the focus will be on our Core Principles: **Ready. Safe. Kind.** After that, each week, the class will have its own specific aspect that they are working on eg: listening to others, not calling out... **Names are handwritten on the board so that children do not see others' names not on the board, which could cause upset/detriment to their self-esteem.**

B Certificates

In Celebration Assembly on Friday, teachers will choose up to two children who have shown an aspect of our whole school vision. **Belong. Believe. Brilliant.** There is no cap on the number of times a child may receive this award however, all children will receive a certificate during the academic year.

What happens when things go wrong?

Whilst we encourage positive behaviour at all times, on occasion, children may not make the right choices. This will result in a consequence to encourage positive behaviours. These will result in at least any one of the following occurring:

1. Initial reminder to the child to follow our school principles: Ready. Safe. Kind.
2. Caution – a private conversation, away from peers, being reminded about the principles and clearly outlining the consequences if repeated.
3. Last chance - a private conversation – final opportunity to engage, two minutes reflection to remind them of the expectations and improve their behaviour.
4. Reflection time – a time for the child to calm down and reflect. Reflection time - this will vary according to the behaviour demonstrated and the age of the child. Physical behaviour such as hurting another pupil, could result in longer reflection time.
5. Restorative Conversation – between the child/children (where another child has been upset/hurt) and an adult to support the conversation and reflect upon their actions and how people have been left to feel. This could be formal or informal.

When things go wrong, where possible, they will be dealt with immediately and any consequences will occur within a timely manner, ideally, straight away and not left overnight or a weekend. Consequences will be dealt with by the adult and not passed onto another adult, unless it is deemed serious and/or dangerous and then it will be escalated to a member of the SLT. This way, children will see all adults in the school with equal respect.

Whole class consequences will be avoided at all costs and children will not be sent to other classrooms to avoid a child feeling a sense of shame.

Where there has been a consequence of reflection time and/or a restorative conversation, the parent/carer will be contacted to ensure a good positive relationship and open dialogue between school and parents and carers.

Equality

We recognise that a one-size approach does not fit all and at times we need to consider each child individually, for example, for those children where we are aware there is a Special Educational Need. Whilst it is important for children to work within this system, some children may need adjusted measures to support them in behaving a positive way, for example through creating a Behaviour Support Plan, support from the ELSA as well as external agency support. We are informed by the thinking; "Every child receives equality of opportunity rather than equality of provision." We understand the need to remove or help overcome barriers where they exist and make reasonable adjustments to ensure that every child has the opportunity to succeed.

Serious Incidents

As a school, we recognise the need to build a positive reward based system. We will seek to avoid fixed term exclusions/Permanent exclusions and it will only be used as a last resort.

When a member of staff deems an incident to be of a serious nature it should be referred to the Headteacher.

A serious incidents includes:

- Prejudice-related or diversity-based abuse, whereby there is physical, verbal, actual or threatened behaviours towards someone in relation to their gender, race, religion, disability, ethnicity or sexual orientation
- Bullying of any kind whether actual or threatened (by bullying we mean the wilful conscious desire to hurt, threaten or frighten over a period of time)
- Theft
- Vandalism or wilful destruction of property
- Violent behaviour
- Leaving the premises without permission
- Truancy
- Lewd behaviour, language or gestures
- Persistent repetition of minor offences where restorative practice has failed.
- Persistent disruption of other's learning
- Significantly harming the progress of other children
- Repeated/targeted bullying
- Deliberate physical hurting of another person
- Deliberate defiance or challenging authority
- Insulting language or gestures towards staff members
- Violent behaviour leading to the destruction of property
- Violent/threatening behaviour towards a member of staff resulting in injury

Please note: The lists above are not exhaustive and each incident will be approached at an individual level, in accordance with Inclusion guidance and the SEN Code of Conduct.

The Headteacher will deal with these incidents in consultation with the pupil's parents/carers according to the severity of the incident.

Serious incidents could result in an internal exclusion (working within another area of the school supported by a member of staff) or a fixed term exclusion of up to 5 days.

For continuous very serious incidents, a child could be permanently excluded.

Parents/carers will be made aware that their child is at risk of permanent exclusion through both written communication and in face-to-face meetings, prior to a permanent exclusion being made, where possible. Outside

agencies and wider professional support will be sought in a timely manner when appropriate. For example, Mulberry Bush School Outreach, Communication and Interaction Team support, making an application for additional funding, Behaviour Support Service, Educational Psychologist support, CAMHS referrals and opportunities to work with our Home School Link Worker.

Any exclusions will be made in line with:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

Guidance for maintained schools, academies, and pupil referral units in England

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Physical Management

It is our statutory duty to keep all children and our workforce safe. This means that there may be occasions when staff need to intervene physically in order to ensure the safety of individual children and others. The school follows Positive Handling Policy and some staff are trained in Team Teach to hold children using certain safe holds. This is in compliance with the Department of Education guidance.

Bullying (Please see our Anti-Bullying Policy)

Bullying is repeated/targeted abuse of another person. We at John Blandy Primary School, take bullying very seriously, whether physical or verbal or indirect (such as through Social Media). We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable and is not tolerated. All allegations of bullying will be recorded by the member of staff to whom it is reported and followed up by a senior member of staff. They will be investigated thoroughly and dealt with in accordance with our Anti-Bullying Policy. All staff will be vigilant, and through application of this policy, will deal with any issues promptly.

Recording of Incidents

Where an incident results in an injury to a child/member of staff, this is first recorded on our accident sheets. All injuries are recorded in our electronic Accident and Recording system. Behaviour-related incidents, including allegations of bullying, or prejudice-related incidents are also recorded on CPOMs so that patterns or trends can be monitored. Any exclusions, diversity-based bullying or prejudice-related incidents are logged according to Oxfordshire County Council guidelines. Governors are also informed.

References:

Equality Act 2010

Anti-bullying Policy

Equality Policy

Equality Objectives

Positive Handling Policy

Trauma Training – Betsy De Thierry

When the Adults Change Everything Changes – Paul Dix

Restorative Practice

Jigsaw PSHE curriculum and Policy

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

Guidance for maintained schools, academies, and pupil referral units in England