

BOWES COTHERSTONE FEDERATION



BOWES HUTCHINSON'S C OF E VA SCHOOL

COTHERSTONE PRIMARY SCHOOL

POLICY DOCUMENT

POSITIVE BEHAVIOUR AND RESPECTFUL RELATIONSHIPS

BELIEVE, ASPIRE, THRIVE, TOGETHER

Date Revised: September 2025

Date for Review: September 2026

School Information:

Bowes Hutchinson`s CE Aided Primary School

Bowes

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Cotherstone Primary School

Cotherstone

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Positive Behaviour and Respectful Relationships Policy

The Bowes Cotherstone Federation aims to serve its community by providing an education of the highest quality. The federation is committed to all aspects of a 'Rights Respecting School'

Aims of the Policy

- To promote respectful relationships and behaviours between all
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage a calm, purposeful and happy atmosphere within school
- To provide a safe environment for everyone, both physically and emotionally
- To have a consistent and agreed approach to behaviour throughout the school
- To promote positive behaviours for learning
- To develop a relational and restorative approach to challenge negative behaviour choices
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose and to understand both rights and responsibilities
- To ensure that pupils and staff have been consulted in the formulation of the behaviour policy

Teaching positive behaviour

At the Bowes Cotherstone Federation, we believe that positive behaviour in pupils stems from learning the Core Skills and abilities from our Rights Respecting Schools Curriculum rather than teaching specific and individual behaviours.

The Core Skills and Abilities are:

- independence and organisation
- self-image and self-esteem
- motivation
- reflection and self-control
- attention
- honesty
- co-operation with adults
- collaboration with other pupils
- sociability
- empathy

Responsibilities

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any reasonable outcome for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting behaviour to the governing board.

The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy and SEND Policy.

The SENDCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

All members of staff and volunteers are responsible for:

- Modelling and encouraging respectful relationships between all staff, children and adults, leading by example.
- Treating all members of the community fairly and with respect.
- Helping all pupils to develop their full potential which includes building positive, trusting relationships and maintaining high levels of self-esteem.
- Providing a challenging, interesting and relevant curriculum.
- Creating a safe and pleasant environment both physically and emotionally.
- Applying the behaviour policy clearly and consistently.
- Communicating to children with a quiet calm voice.
- Ensuring that positive noticing is at the centre of all interactions across school.
- Supporting pupils in adhering to this policy through a restorative approach.

- Promoting a supportive and high-quality learning environment.
- To form and maintain positive relationships with parents and pupils.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific emotional needs.
- Teaching the skills and abilities through the curriculum, Family / House Groups and social intervention groups where necessary.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Promoting positive noticing by celebrating successes of others.
- Reporting any unacceptable behaviour to a member of staff.
- Supporting others by embracing our rules of Ready, Respectful, Safe.
- Adhere to our school values of Support, Togetherness, Achieve, Respect, Success
- Conduct themselves around the school premises in a safe, sensible and respectful manner to demonstrate, Ready, Respectful, Safe.
- Demonstrating Ready, Respectful, Safe behaviours at all times.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Supporting their child to make good choices both inside and outside of school.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Responsibilities and Routines

At the beginning of each year, the Federation reviews the Respectful Relationships policy and revisits Ready, Respectful, Safe (Paul Dix) with the whole school community. The RRS charter is the basis of expected behaviours in the classroom, school and playground.

Our School Charter is:

As children, we all have the right to:

- education and to learn
- be safe and play
- be heard
- listen and follow instructions
- stop and think before acting
- be honest
- show respect.

Creating an Emotionally Safe Environment

We strive to create a whole school listening culture in which everyone recognises the importance of listening to one another and respecting each other. Listening to pupils can help pupils feel that they matter as individuals. As far as possible, adults should try to use 'Active Listening Skills' with Pupils. These include:

- non-verbal strategies – including body posture, appropriate eye-contact, nods, smiles, facial expression, positive vocalisations,
- encouragers – using words such as 'really', 'I see'
- reflection of content – repeating key words and phrases or summarising the salient points in the message

• reflection of feelings – noticing the hidden messages about feeling and reflecting these back – so you are very angry about what has happened Ideally the school tries to be organised in order to find opportunities to listen to what the children have to say.

Throughout the school day, opportunities can be found for adults to work alongside children to listen to their views and take an interest in the experiences both in school and outside. Examples of these include: 'Think books', 'suggestion and worry boxes', circle time and buddy system, school council and both in class and school reward system. These are all designed to promote positive behaviour. Positive trusting relationships with adults are seen as prime importance. Each school has a Social, Emotional, Mental Health (SEMH) Lead (Miss Gillard at Bowes and Mrs Batchelor at Cotherstone); quiet areas for reflection and conversation and staff trained in mental health and wellbeing issues.

British Values

Democracy

The federation works within the principles of the UNICEF Rights Respecting School. Each year, the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter. Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. The council has its own budget and is able to genuinely effect change within the school. Each council member is voted for by their year group peers. Children have an annual questionnaire with which they are able to put forward their views about the school.

Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, is consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws: that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Across the federation, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a federation, we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety, PSHE lessons and Collective Worship. Whether it be through choice of learning challenge, of how they record, or participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

As Rights Respecting Schools, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. Tolerance of those of Different Faiths and Beliefs Bowes is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies and Collective Worships are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths. As Bowes Hutchinson's is a Church of England School, all of God's children are valued.

Positive Consequences (rewards) Within the Bowes Cotherstone Federation, we believe that pupils should be encouraged to behave well and work hard. We use a number of positive consequences. We would like children to work and behave well for the pleasure of the task but recognise that positive consequences can support this.

We use the following positive consequences:

- use of dojo merit system as positive consequences. This system is linked to family / house groups with half-termly rewards for the whole group
- non-verbal rewards such as a thumbs up sign or a smile
- praise
- showing work to another teacher and to the head teacher
- certificates
- star of the week KS1/KS2 – linked to the school vision and values
- presentation award
- displaying work
- celebration assemblies
- awards celebrated in newsletter

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Children's success both in their work and behaviour will be measured against their previous performance rather than against that of the other children in their class.

Negative Consequences (sanctions)

Sometimes it is necessary to discourage children from making negative choices regarding behaviour. If a child makes a poor behaviour choice, staff will speak to them in private, using the following staged intervention system:

1. Verbal warning 1
2. Verbal warning 2
3. Miss 10 minutes of play / lunch and complete Behaviour Reflection Sheet
4. Sent to Mrs. Gibson
5. Telephone parents

Fighting, swearing, physically hurting somebody on purpose would result in immediately being sent to Mrs Gibson and parents telephoned.

EYFS-

As we recognise some of the younger members of the school community would find the approaches for KS1 and KS2 harder to comprehend, we have adapted the language and tools appropriately so all are ensured a safe and enjoyable learning environment.

Should a child demonstrate behaviours that need addressing we will as EYFS practitioners;

-Help the children regulate, this may include co regulation with an adult.

- Remind the child we use 'kind hands, kind words, kind hearts'.
- Help children to take turns to explain, in their own way, what has happened.
- Once the cause of upset has been established, restorative approach techniques of 'How do you think that is making x feel?' will be used to establish empathy.
- Discuss with both children how they feel this can be resolved happily and with both parties satisfied.

- We must as EY practitioners be aware if there are triggers to behaviours that are not desirable in the setting, and carefully monitor for patterns to address and pre-empt any future occurrences.
- Any marks will be recorded on accident slips and reported to parents on collection (bar head injuries which follow the school policy for accidents).
- Any events of note will be discussed with both sets of parents to ensure the holistic and joint up approaches of EYFS.
- In the event of physical violence, a child will be removed to a safe and separate space to calm and regulate. We will ensure the child is safe to re-enter the environment before we allow them to re-enter the setting by their peers. We will do this by questioning and checking their understanding of the situation.

-We ensure that our environment stays ready and safe by using the mantra 'Choose it, Use it, Put it away.' Children adhere to this request and visual markers ensure the children know how to keep their areas safe and clean and ready to learn. Children are also encouraged to take responsibility for tidying up small spills and parts on the floor by using child appropriate equipment. This links with the ethos and rationale of the EYFS unit and deeply embeds the child's awareness of respect for the space and the equipment.

SEND Support

Children who are identified to have Special Educational Needs may need personalised adjustment to the standardised approach. This will be discussed and agreed with the school's SENDCo.

Ready Respectful, Safe behaviour guidance:

The following reasons were agreed with staff and children as to what would constitute each of the cards being awarded:



At Bowes Cotherstone Federation,
we are **Ready, Respectful and Safe** and we earn Dojos for being:



Ready	Respectful	Safe
Ready with all of my equipment Ready to learn Ready to listen Ready to contribute Ready to do your best work Ready to try your best	Respectful speaking Respectful actions Respectful caring for our environment Respectful caring for our equipment Respectful of each other's opinions, ideas and efforts Respectful of differences and diversity Respectfully request consent	Safe sitting Safe moving Safe hands and feet Safe working Safe playing Safe decision making

1. Verbal warning 1
2. Verbal warning 2
3. Miss 10 minutes of playtime or lunchtime
4. Sent to Mrs Gibson
5. Telephone parents

Fighting, swearing, physically hurting somebody on purpose would result in immediately being sent to Mrs Gibson and parents telephoned.

Step 3 Recording

If a child gets to Step 3, this will be recorded on Arbor. Student – Behaviour – Incident – Reporting. Children will complete a Behaviour Reflection sheet which will be kept in each class' behaviour folder.

Step 4 and 5 Recording

If a child gets to step 4 or 5, these will be recorded on Cpoms.

Involving parents

Parents are encouraged to take an active part in the school. We believe that is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour. Step 5 will trigger a conversation with parents.

Procedures in place when there is concern about a pupil's behaviour

If there is concern about a pupil's behaviour his or her parents will be invited to talk to his or her class teacher or the Headteacher. This will allow the staff to find out if there are any factors that might be affecting the pupil (for example marital breakdown, bereavement or if the child is unhappy in school). The member of staff will then discuss how school and home might help the pupil to improve his or her behaviour. This might involve a Home-School Contact Book or a Behaviour Support Plan (see Appendix 1), but this will be specific to the child and the circumstances.

It is hoped that the pupil will make progress but sometimes the concerning behaviour continues and more support is required. The class teacher will then explore additional

means of support, in terms of in-school interventions to manage emotions and the use of Mental Health Support or the Educational Psychologist (with parent's permission).

If circumstances did not improve or if more Step 4 and 5 behaviour continued to reoccur, pupils would be required to complete an After-School Detention for 30 minutes.

In very exceptional circumstances, a pupil might be excluded from school. This will only be done if it is felt after a risk assessment that she/he is a risk to him or herself, to the other pupils in the school or to staff when there would appear to be no other effective alternative. Durham LA procedures/guidance will be followed in these extreme circumstances.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2023) 'Keeping children safe in education 2024' •
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy will operate in conjunction with the following policies:

- Safeguarding and Child Protection Policy and all associated policies
- Anti-Bullying Policy
- Child on child abuse policy
- E-safety Policy
- Suspension and Exclusion Policy
- SEND and Inclusion Policy
- Attendance and Punctuality Policy

Evaluation

This policy will be reviewed at the end of each year and amended as appropriate.

Appendix 1 – Behaviour Support Plan



Behaviour Support Plan for: _____

Dates: _____

Reason that a support plan is in place: _____

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Action	Intended outcome	Persons responsible	Review