



Tydd St. Mary Church of England School **Positive Relationship and Behaviour Policy 2025**

We can all flourish and 'have life and have it to the full', as we travel together with God on our voyage of discovery and opportunity.

We foster a caring environment, promoting dignity, consideration and appreciation of others, letting all that we do 'be done in love'.

Through shared aspirations we seek 'to give hope and a future', inspiring all to be the best that they can be and fulfil their potential; striving for excellence.

Positive Behaviour is a necessary part of the provisions we make in Tydd St Mary to create and maintain a safe and nurturing working environment in which all members of the school community feel secure and can learn and flourish. We have high expectations for our children- both their learning and their behaviour.

Aims of our Positive Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.

Teaching Positive Behaviour

At Tydd St Mary's we believe that positive behaviour in children stems from learning core skills and abilities including:-

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Attention
- Perseverance
- Fairness
- Co operation with adults
- Collaboration with other children
- Sociability and Empathy
- Honesty

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We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:-

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Teaching the skills and abilities through PSHE, circle time and assembly themes

Rules, Routines and Mottos

Each class should work together to establish ground rules, which allow the classroom to operate effectively within a safe, happy and busy learning environment. These will be supported in Key Stage 2 by the 'Good to be Green' reward system. Playground rules are established in the same way so that the playground is a safe, happy and fair place to be.

Responsibilities

Staff Responsibilities

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To be a good role model
- To form positive relationships with parents and children
- To recognise and value the strengths of all children and
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy

Parents' Responsibilities

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy

Children's Responsibilities

- To do their best
 - To contribute to their own learning
 - To treat others, their belongings and the environment with respect
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- To show consideration for others
- To consider the effects of their actions on others

Positive Consequences (Rewards)

At Tydd St Mary's we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:-

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the headteacher
- Stickers
- Certificates
- Star of the week
- Letter home to parents sharing the example of good work or behaviour
- Displaying work
- Weekly whole school Achievement Assembly
- 'Good to be Green' awarded daily, weekly, termly and annually

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class. Some pupils require additional support - this may be through restorative breaks or through nurture groups with our ELSA (Emotional Literacy Support Assistant) Mrs Holly Rodgers.



Involving Parents

In keeping with the aims of our school ethos, we encourage parents to take an active part in our school community. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour.

In-service Training Needs

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we

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will endeavour to ensure that staff are made aware of all relevant and available in- service training.

Race Equality and Equal Opportunities

We believe that it is important to prepare our children for life as citizens of a multi-ethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity. Any incidents of a racist nature will be dealt with following our Positive Behaviour Policy.

Evaluation

The effectiveness of the policy will be measured by:-

- Informal reports from staff/parents/pupils
- Feedback from pupil and parent questionnaires
- A reduction in the number of children being sent to the Head teacher
- A reduction in the number of children referred to external agencies

Signed Headteacher:

Signed Chair of Governors:

Date:

Review Date: July 2027

Children's views

Value	Definition	Responsibilities
To feel Safe (Responsibility)	To know that everyone in our school is not at risk. That all are valued and valuable and need taking care of.	To behave in a way that keeps myself and others free from harm
To Learn and be resilient (Perseverance)	To try to improve a little every day and to not give up when things get difficult.	To approach every task with a 'can do' attitude and keep trying even if I don't succeed the first time (or the second/ third)
To Belong (Friendship)	To know that each and every one is part of our school family.	To play and work alongside others knowing everyone has a right to their own space and to feel at home.
To be Respectful (Respect)	To treat others as you would want to be treated.	To be thoughtful and kind to others throughout the day and value the views and differences of others
To be Positive (Thankfulness)	To appreciate all of the little things and count our blessings.	Give everything a go! SMILE!
To be Trusted (Honesty)	To know that others can rely upon us and we can rely on them.	To do what you say you will do or are asked to do.

Flowchart for when mistakes are made and needs are not being met:

