



BEHAVIOUR AND RELATIONSHIPS POLICY

This policy complies with Section 89 of the Education and Inspection Act 2006

1. Aims and objectives

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community, allowing everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy helps children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- These expectations apply to all clubs operated by school, including breakfast and afterschool provision.
- The school rewards good behaviour, as it believes that this develops an ethos of kindness and cooperation. This policy promotes good behaviour, rather than merely deter anti-social behaviour.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Information regarding children's achievement out of school is celebrated in the School Assembly.

2. The role of the Teaching and Support Staff

- It is the responsibility of all staff to ensure that the school rules are respected, and that classes behave in a responsible manner during lesson time, and throughout the school.
- All teaching staff must model positive behaviours and relationships and actively teach what this looks like to children through daily interaction and explicitly through the PSHE curriculum.
- The staff in our school have high expectations of the children, in and out of class, with regard to behaviour, and ensure that all children maintain these standards.
- Staff treat each child fairly, and promote the school's codes consistently. Class teachers treat all children in their classes with respect and understanding.
- The class teacher reports to parents about the progress of each child in their class, at Parents' Evening. The class teacher / Key Stage Leader / Headteacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- In the first instance, the class teacher deals with incidents as appropriate and reports the incident on CPOMs (electronic recording system). However, if misbehaviour continues, the class teacher may seek help and advice from the Key Stage Leader, SENCO, Deputy Head or the Headteacher.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. (See policy on Anti-Bullying)

- As a school, we identify different types of bullying such as homophobia and we actively challenge all homophobic incidents.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Dfes Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain pupils. Staff only intervene physically to restrain children to prevent injury to a child or adult, or if a child is in danger of hurting him/herself or putting themselves in a dangerous situation. The actions that we take are in line with government guidelines on the restraint of children. Team Teach techniques are used by trained members of staff.
- The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher and Headteacher, may, for example, discuss the needs of a child with an Educational Psychologist or the appropriate support service.
- All behavioural issues should be recorded on CPOMs.

3. The role of the Headteacher.

- It is the responsibility of the Headteacher to implement the school Behaviour Policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, setting the standards of behaviour and supporting staff in their implementation of the policy.
- The Headteacher ensures records are kept of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. School Governors and the local authority will be notified of these actions.

4. The role of the parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. We ask parents to read and conform to our Home-School Agreement at the start of each academic year.
- **If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school.** If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, the Key Stage Leader should be contacted before the Headteacher. If these discussions cannot resolve the problem, the complaints policy can be implemented.

5. The role of Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher may take this into account when making decisions about matters of behaviour.

6. Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows government guidelines and procedures.

7. Drug and alcohol-related incidents

- It is the policy of this school that anyone, adult or child should not bring any non-prescription or unauthorised drugs to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in as outlined in the Medical Conditions and Managing Medicines in School Policy.
- The school will take very seriously the misuse of any substances such as vapes or alcohol. The parents or guardians of any child involved will always be notified.

8. Screening and searching and the power to use reasonable force

- The use of reasonable force will only be used as a last resort. Reasonable force will only be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The school follows the advice from the DFE (July 2013) – **use of Reasonable force – advice to Headteachers, Staff and Governing Bodies**. Team Teach techniques are used to prevent escalation of behaviours by trained staff.
- The school will not undertake routine searches of pupils. If there are concerns that a child has an item that should not be in school, parents will be contacted. Banned items include knives and any item which could hurt another child. A search will only be undertaken if the Headteacher deems that children or staff are at immediate risk.

9. Child-on-child abuse

- Measures are in place to prevent child-on-child abuse - staff ratios ensure pupils are well monitored at all times; PSHE lessons teach children about personal safety and mutual respect; the Club that Cares is used by all children to report incidents of concern in a confidential setting, led daily by the Pastoral Lead.

10. The power to discipline beyond the school gate.

- If the school is made aware of bad behaviour occurring off the school premises but where a child is clearly identifiable as a pupil at our school, the Headteacher will contact parents to ensure an appropriate response. If the behaviour is criminal or poses a serious threat to a member of the public, the police must be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or likely to suffer, significant harm. In this case the school staff will follow the safeguarding policy.

11. Pastoral care for school staff.

- Based on DFE guidance, the school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The school will draw on DFE advice – Dealing with allegations of Abuse against Teachers and other Staff.

12. The Use of Class Dojo

- As a school we are passionate about encouraging children using positive feedback and recognition for their efforts and progress. We use Class Dojo to support this ethos and encourage school values.
- Using Class Dojo, teachers and parents are on the same team, collaborating on how they can help students thrive both in and out of the classroom. This system is very accessible and means that parents and teachers can work together to encourage progress across all aspects of school life.
- Class dojo is a reward and message system that can be used by the teacher to keep parents informed. Our teachers want to keep parents informed. Parents may also use it to send messages of praise and encouragement for their child or simply to keep the teacher informed about relevant issues.
- Research shows that children make greater progress when parents take an interest in their work and Class Dojo is one way of assisting this. It is a communication tool and should always be used positively and in the best interests of all children. This is not a tool to make complaint, negative or personal comments or to report an absence. Any misuse will result in account closure by the school. Serious concerns are best dealt with on a more personal basis.

- Our staff are always keen to work positively with parents. We believe that we have very supportive parents, indeed we pride ourselves in upholding strong and lasting relationships with them. For this reason we will always endeavor to answer any questions raised through this system as soon as possible during our teaching days.
- The effectiveness of the system will be reviewed annually.

13. Use of Zones of Regulation

- All classes across the school use the Zones of Regulation approach to self regulation, children are encouraged and taught to identify emotion in others and themselves and are taught strategies to support moving between the zones.
- Some children who struggle with emotional regulation will have an individual chart that they will change during the day.
- If teachers notice a child is in a certain zone, for example blue they may discuss what support is needed to get back to green.

14. Emotion coaching

- Staff use and are encouraged to use emotion coaching techniques when dealing with situations
 - Step 1: Recognise and empathise with the feelings
 - Step 2: Label and validate the feelings.
 - Step 3: Set limits on behaviour (if needed)
 - Step 4: Explore and agree solutions for the problem
 - Step 5: Longer-term reflection (later on)
- Lunchtime staff and wrap around care staff to have the same training and approach.

15. Monitoring and review

- When an individual has a specific problem the school uses a variety of strategies with parents to communicate concerns and progress. E.g. daily home/School communication until the issue is resolved. The SENCO may become involved.
- The Headteacher and senior leaders in school monitor the effectiveness of the policy and, if necessary, makes recommendations for the improvements.
- Lunchtime supervisors verbally report any incidents that occur at lunchtimes to the class teacher and/or member of the Senior Management Team, these are then added onto CPOMs.
- The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and ensure that no child is treated unfairly.
- The governing body reviews this policy every 3 years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed September 2023



Appendix 1

Our Golden Rules

We always do our best. **Believe~Practise~Succeed!**

We are honest and truthful.

We are polite and friendly.

We respect ourselves and each other.

We respect our belongings.

We behave sensibly so that everyone is **safe, happy** and always **learning**.



Appendix 2



Owls' Nest

After-School Club Charter

We have a caring and friendly approach in Owls' Nest.

We treat all children with respect, patience and tolerance.

We have an open and honest relationship with parents and carers.

We recognise children as individuals, support their development and personal needs.

We support play and friendship, encouraging children to be respectful and thoughtful towards others, whilst having fun.

Owls' Nest - Our Expectations

Of staff:

- Staff are friendly and approachable.
- Staff conduct themselves in a professional manner in line with the school's professional conduct policies.
- Staff have good communication skills.
- Staff put the children first to ensure that they receive quality after school care.
- Staff are clear and consistent in their approach to behaviour management with high expectations for all.

Of children:

- The children are respectful towards staff and build a relationship of trust and care.
- The children are respectful towards one another and consider the needs of other children as well as themselves.
- Children respect our resources and help to keep our space clean and tidy.
- Children follow the rules of Owls' Nest to make sure they are always safe and happy.

Of parents:

- Parents communicate their requirements clearly to our staff and keep us informed of any changes that might have an impact on their children.
- Parents respect the timings of Owls' Nest.
- Parents support our approach to behaviour management.

Appendix 3

Rewards and Sanctions

Class teachers will reward good behaviour and impose age appropriate sanctions as required.

Rewards:

Dojo points - these are acknowledged with parents

Stickers

Certificates

Star of the Day

Star of the Week

Golden time

Jar of kindness/pompom jar

Individual sticker charts as necessary

Sanctions:

Sanctions are always discussed with the child after a calm-down period, to help them understand and regulate behaviours moving forward.

EYFS - warning and time out (1-5 minutes depending on the needs of the child)

Removal to another class in EYFS

Removal from setting if necessary

Parents informed

KS1

Y1 - pictorial reference to positive and negative behaviours/Zones of Regulation

Y2 - 1st verbal warning, name on board, 5 minutes of next playtime to be missed.

Removal to Key Stage Lead or partner class.

KS2

1st verbal warning, lose a period of Golden Time (10 minute chunks)

Removal to Key Stage Lead or partner class.