

2021

Policy Statement for Behaviour & Relationships



Policy statement

Salesbury Church of England Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Behaviour and Relationships policy guides staff to teach self-discipline and self-regulation. It echoes our core values with an emphasis on respectful, considerate behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners

Context

Proverbs 22 v 6 says:

"Train up a child in the way he should go and when he is old he will not turn from it."

The challenge of making every child matter centres on Universal expectations for every child and each child being accepted as a unique child of God. We believe that a child's behaviour is of great importance and it is one of our chief aims to see strong Christian character formed in our children.

We believe that children:

- should aim to please God and other people before themselves.
- should love and respect each other.
- should show respect to adults.
- should be kind and compassionate to all, especially towards the more vulnerable members of the school.
- should develop servant hearts.
- should continually allow God's Holy Spirit to work in them so that He may bear His fruit in their lives.
- should maintain a soft heart and a teachable spirit.
- should be grateful for the things they receive

We will underpin these with the firm teaching of Christian Values such as love, joy, peace, forgiveness, reconciliation and justice. The Christian Ethos will promote self-worth, self-respect and trust so that each member has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, are shown respect and form good relationships
- To support learners in taking control of their behaviour and being responsible for the consequences of it.
- To build a community which embodies Christian values alongside good humour and good temper with an empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

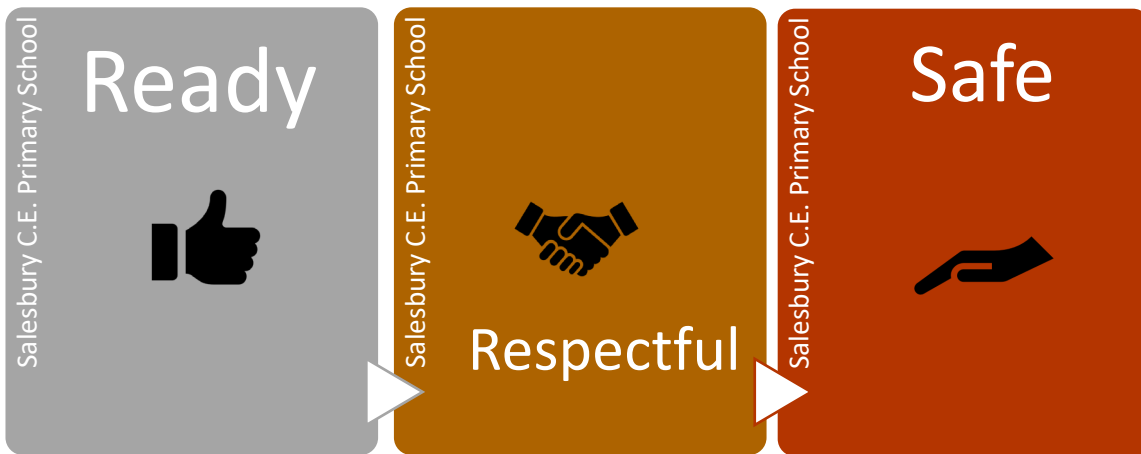
Purpose of the policy

To provide simple, practical procedures for all staff and learners so that we:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Have a clear consistency across the school

Consistency in practice

- Consistent language; consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom and senior leadership level always taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour
- Consistent respect from the adults
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the school in and out of the classroom
- Consistent environment: Display is the quality of a good primary school, consistent visual messages and echoes of core values and positive images of learners



All staff

- Meet and greet at the door every day.
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition board throughout every lesson which has a specific, targeted behaviour displayed which responds to the personalised needs of the class
- Be calm and give 'take up time' when going through the steps of choice cards.
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not behaving well.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the school gate at the beginning of the day
- Be a visible presence around the school and especially at transitional times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data, generated from CPOMS, to target, assess and inform school wide behaviour policy and practice
- Regularly review provision for learners who need additional support and guidance
- Implement Behavioural Reflection Conversations

Praise and Recognition

We recognise and reward learners who go ‘above and beyond’ our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

We can further recognise exceptional behaviours through:-

- Lead Learner of the Week – demonstrating resilience, resourcefulness, reflection or reciprocity in learning
- Mission in Action – recognised for our Mission Statement in Action, above and beyond behaviours. Tickets will be drawn for Hot Chocolate Friday.
- House Points
- Pink highlights within learning or using learning as a model or example
- Choosing of High 5 Activities
- Excellence in English – Framed piece of writing

Classroom space

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is absolutely necessary to have some time out, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given ‘take up time’ in between steps following the Choice Card Routine. It is not possible to leap or accelerate steps for repeated low-level disruption.

Choice Card Scenario

Children are encouraged to manage their own behaviour from the start of their education and provided with prompts to support this.

If an unwanted behaviour is noticed, a clear non-verbal caution delivered privately to the learner making them quietly aware of their behaviour is given alongside a visual cue in the form of a choice card. If the behaviour is corrected, remove the card quietly after a few minutes and praise the child for making a good choice – a smile, thumbs-up may be all that is needed.

If it is not, point to the visual cue, the choice card, alongside a clear verbal caution outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are actively encouraged:

“I have given you a chance to think carefully about the choice you now have.”

If the child makes the right choice, remove the card quietly after a few minutes and praise the child for making a good choice – this may be a simple smile or thumbs up to ensure learning is uninterrupted.

If the child’s misbehaviour continues say clearly “The choice you have made is stopping yourself and others learning so you now have lost minutes of your own time. This should **always** follow and **always** follow as soon as practicable.

Any occasions where behaviour which is considered to be unacceptable or dangerous, teachers must take immediate action which may lead to Time-Out.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. A message is sent to a member of the SLT for support.

The time-out

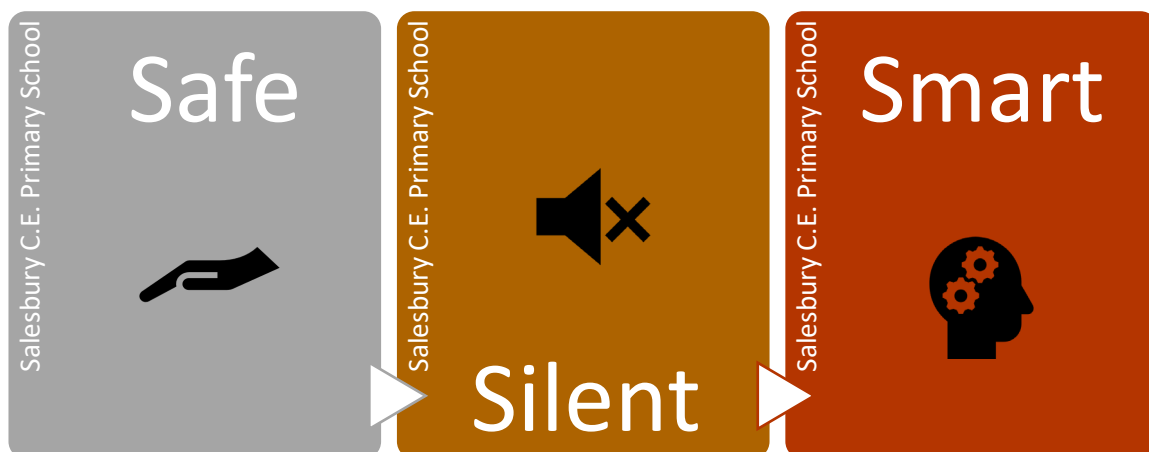
If time-out is deemed necessary, the learner is asked to speak to the teacher away from others and boundaries are reset. The learner is asked to reflect on their next step. Again, they are reminded of their previous positive conduct/attitude/learning. The Learner is given a final opportunity to re-engage with the learning or follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should not be exceeded. If the step above is unsuccessful after this time, or if a learner refuses to take a time out then a Senior Leader should be called.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Corridors/Transitions

All members of staff should ensure that children are travelling up and down corridors in a quiet, safe manner. They should be encouraged to walk smartly, on the left, away from displays etc. In busy transition times, staff should be appropriately deployed within classrooms and corridors to ensure this is happening. Negative behaviour should not be ignored, regardless of class.



The role of parents

Parents are the first educators. They play a crucial part in shaping their children's personalities and attitudes and continue to have a powerful influence over them throughout their school years. We

believe that parents have a vital role in promoting good behaviour and relationships in school. If the school has to use reasonable sanctions, 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, they should contact the Headteacher. If these discussions cannot resolve the problem, parents should contact the Chair of Governors and a formal grievance or appeal process can be implemented.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents must ensure that their child attends punctually and regularly.

Parents have a clear role in making sure their child is well behaved at Salesbury C.E. Primary School. Support may be needed to solve specific problems such as:-

- Ensuring children use internet appropriately adhering to age regulations of sites and games
- Escorting children to and from school

Responses to inappropriate behaviour

Children will be encouraged to reflect on their actions and make a plan for their own improvement. A variety of behavioural reflection sheets and conversations are used according to age and need of the child.

Children may lose privileges in response to unacceptable behaviour.

Parental involvement – telephone calls or meetings

Exclusion from activities, class, lunchtime or school

Any incidents of physical assault or bullying will be immediately referred to parents. Individual children may need further support with their behaviour and relationships this may include report systems, daily parental contact or Individual Behaviour Plans.

All sanctions will be proportionate to the circumstance, age, special educational need or disability. All actions involving physical aggression, swearing or discriminatory behaviour must be reported to the headteacher.

Preventing Bullying

Our work regarding bullying does not start at the point at which a child has been bullied. As a school we work proactively, gathering evidence, intelligence and information, however small, about issues which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

Every year, we have a devoted 'Anti-bullying Week' which provides a whole school focus on issues involved, raising awareness for all staff and children. Throughout the year, we have planned and unplanned activities which reinforce and complement this message. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through Collective Worship. Curriculum areas such as PSHE, Wellbeing, SRE, RE all reinforce this message and enable open conversations and discussion. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Records and logs are kept to track information and ensure action. Staff must use CPOMs to report incidents which may be considered as bullying or may lead to bullying. Systems operate in school throughout the year which encourage children to speak out. During Anti-bullying Week November 2021, we participated in Odd Socks Day to highlight the positive energy of us all being different. We used our Mission Statement to make simple anti-bullying statements as a reference point, and focused on the One Kind Word element to motivate children.

Types of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, online bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Online Safety

Technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone. Electronic communication helps teachers and student /pupils learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children and young people should have an entitlement to safe internet access at all times. Pupils are responsible for using the school ICT systems in accordance with the Acceptable Use Policy, which they will be expected to sign before being given access to school systems. They will be expected to know and understand school policies on the use of mobile phones, digital cameras and hand held devices. They should also know and understand school policies on the taking/use of images and on online bullying. Children should increasingly understand the importance of adopting good online practice when using digital technologies out of school and realise that the school's Online Policy covers their actions out of school, if related to their membership of the school.

Parents/Carers play a crucial role in ensuring that their children understand the need to use the internet/mobile devices in an appropriate way. The school will therefore take every opportunity to help parents understand these issues through parents' evenings, newsletters, website and social media. We do expect that parents will reinforce the age regulations on different platforms and not allow children earlier access, we also request that parents support the school in the use of mobile phones. If children do access age-inappropriate material, this may be deemed to be a safeguarding issue and responses may be followed as such. Acceptable Use Policies have been re-written in November 2021, to reflect current guidance and reflect a range of ages and needs within school.

Recording Bullying

If a child threatens, hurts or bullies another child, the class teacher records the incident using CPOMs, informs senior leadership who will follow it up appropriately with the child/children involved. CPOMs should be submitted to a Senior Leadership within the same school day, or within 24 hours. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the

child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. All staff are actively encouraged to deter any behaviour which could be deemed as bullying. 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 and feel safe.

We aim to reward positive behaviour and relationships and encourage children not to retaliate if they are attacked verbally or physically. If children cannot handle a quarrel themselves they should ask a teacher or welfare assistant to intervene. Deliberate injury is forbidden under any circumstances, including self-defence, and a single instance of this is regarded as a serious matter. The correct remedy in all these situations would be to report the matter to an adult. This action may differ from advice given to children out of school, but if we are to maintain high standards of behaviour and relationships, within a Christian ethos, retaliation is not to be accepted and the correct procedures must be followed.

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school.

Screen & Search

As a school, we encourage the respect of each other's property and personal belongings. However, the school can search for anything banned from the school rules if the pupil agrees. The headteacher and staff authorised by the headteacher have the power to search without consent where they suspect a pupil has weapons, illegal substances, inappropriate items, alcohol or stolen items.

Confiscation of property

Staff can confiscate, retain or dispose of pupil property in reasonable circumstances as part of consequences. Any weapons or drugs will be passed to the police without question.

Use of reasonable force

The use of reasonable force is a power which applies to all staff in school as lawful use of the power is a defence in legal action. Reasonable force may be used as a last resort where the safety of others is compromised and will, at all times, be proportionate to the incident/pupil/age/needs.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. 'Reasonable in the circumstances' means using no more force than is needed. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The school will make reasonable adjustments for disabled pupils and pupils with special educational needs. Reasonable force can be used for control and restraint. For example: blocking a pupil's path, standing between pupils, preventing damage to property, leading a pupil by the arm out of a classroom.

Beyond the school gates

Salesbury C.E. Primary School enjoys a good reputation within the school community. We will endeavour for this reputation to continue. We therefore may exercise our statutory power to

reasonably discipline pupils for misbehaving outside of the school gates. This may be applied when the child is involved in a school activity, travelling to and from school, wearing school uniform and also when identifiable as a pupil of the school. This is because poor behaviour outside of school could have repercussions within school, it may pose a threat to another pupil or member of the public and adversely affect the reputation of our school. Part of our school ethos is for children to do the right thing and make the right choices *even when nobody is watching!*

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher has the power to exclude a child from school. Decisions will be made by taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Inclusion

Our Behaviour and Relationships policy is written in respect of all our children, however there are times when children with emotional/behavioural difficulties need further support to enable inclusion and access to the National Curriculum and wider school life.

These strategies are different to the strategies used for the majority of pupils and should consider the needs and age of the child. It is paramount that all professionals who share in the life and work of the school, have an understanding of particular behavioural and emotional needs pertaining to individual children and share in the commitment to doing everything we can to include all children in our school recognising that sometimes we have to work harder and differently with different children.

- Nurture Group – this may be provided to support children who need a little extra support to access teaching and learning providing a positive start to the new day. This is used as and when required by some pupils or regularly by others.
- Referral to outside agencies for specialist advice and support e.g counselling, Acorn Psychology, LA psychologists, CFWS
- Anger management strategies
- SEN referral – IEP formulated and strategies to support
- Educational/Clinical Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Regular meetings with parents
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Individual Behaviour and Relationships Contracts

- Circle of Friends
- Specialist Resources

Equality

Our Equality Duty ensures we:-

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

In accordance with the act, we will ensure that we do not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way we provide education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. All children are to be treated equally regardless of race, culture, gender, ability or age. Staff should be aware of differences before tackling behaviour. Staff should listen to pupils' perspectives; speak calmly rather than shouting; avoiding language that might humiliate. Rules relating to school uniform and appearance should take appropriate account of the cultural and/or religious needs of particular groups of pupils and also bearing in mind there could be reasons for these differences.

.Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records concerning incidents of behaviour. The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Complaints (see separate Complaints Policy)

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension will not be an automatic response when a member of staff has been accused of using excessive force and reference will be made to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

This policy has been updated in accordance with current operational procedures in November 2021.