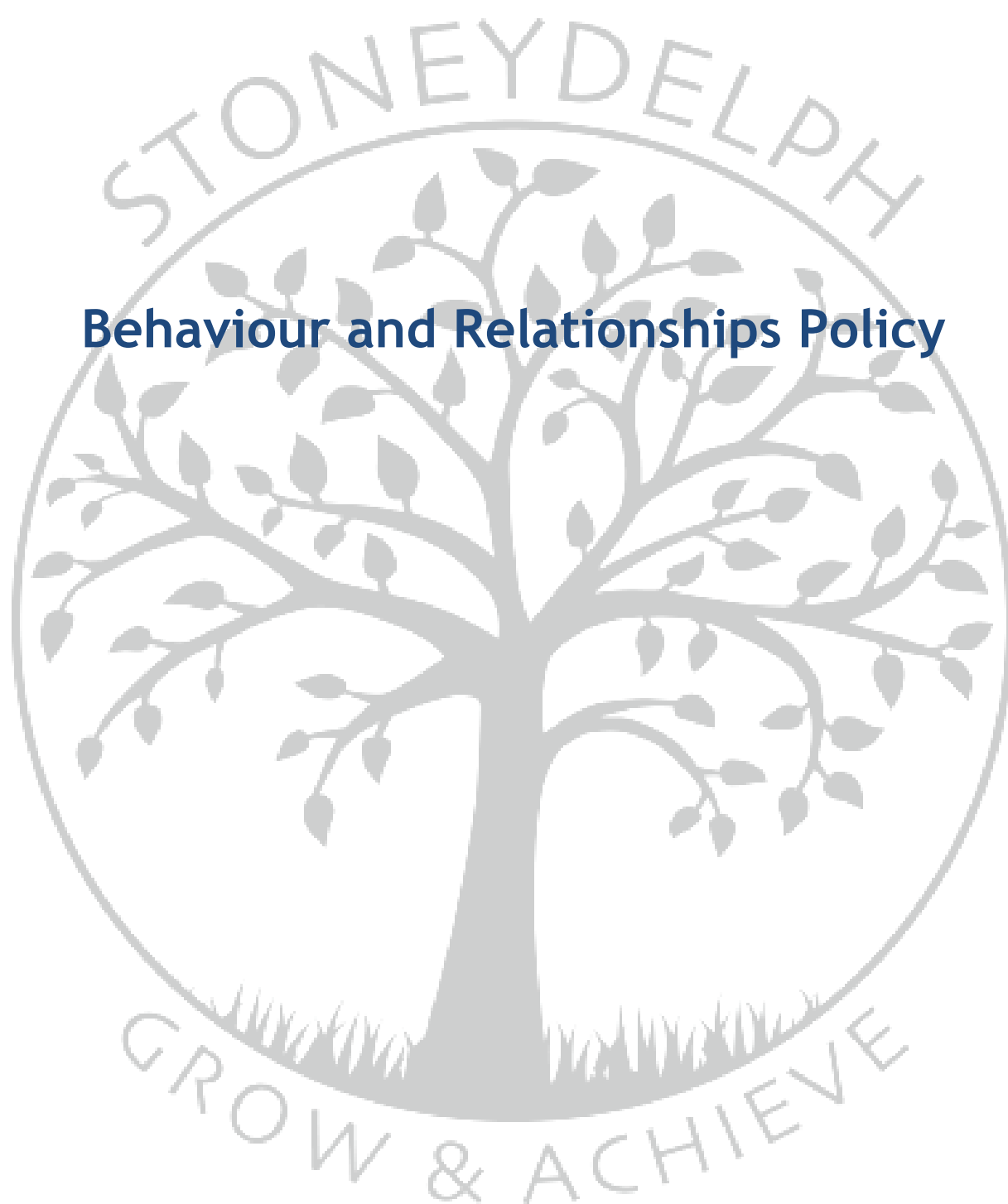


Stoneydelph Primary School



Behaviour and Relationships Policy

Written by:	E.Parsons	Date: March 2022
Date for review:	March 2024	
Approved by governors:	April 2022	

Stoneydelph Primary School

Behaviour and Relationships Policy

Stoneydelph Primary School is a learning community that provides all children with the opportunity to develop as independent, confident, effective and responsible learners through an enriched, real and vivid curriculum.

This policy should be read in conjunction with the school aims and values and following policies: anti-bullying, attendance, School Information Report and Teaching and Learning.

Principles of the policy

This Behaviour and Relationship Policy supports whole school aims and values by:

- creating a well ordered, positive environment which enables children to learn, develop their abilities, personality and interests;
- encouraging self confidence and self discipline;
- encouraging children to be sympathetic to and tolerant of the attitudes and needs of others;
- ensuring that children understand that with rights come responsibilities;
- encouraging children to respond sensitively to the people and situations they encounter within the school environment and beyond as life-long learners.
- giving clear guidelines.

Addressing positive learning behaviour through the curriculum

We:

- use positive recognition of good behaviour to encourage children to develop and sustain appropriate behaviour;
- build pupil self esteem through consistent recognition and valuing their achievements;
- teach children positive behaviours and strategies (see appendix iii), particularly to use 'Stop It Please' and respecting the wishes of others that say 'Stop It Please' to them;
- share clear rules and have high expectations of the children;
- use appropriate themes within lessons including: bullying, tolerance of others, respect, jealousy, parables demonstrating moral behaviour;
- incorporate 'positive values' visitors e.g. Street Wardens, various theatre groups;
- include health and safety talks in appropriate curriculum areas e.g. P.E., Science, school visits;
- encourage all adults within the school environment to act as positive role models;
- give pupils responsibilities, e.g. buddies, daily class helpers;
- provide opportunities for children to work and share together in houses, teams and groups;
- agree class rules and expectations at the beginning and throughout the whole academic year;
- use circle time to share thoughts, feelings and opinions;
- use role play / puppets and stories to provide scenarios for discussion;
- address issues through class and whole school assemblies;
- encourage children to reflect on their behaviour and that of others.

Promote positive learning behaviour in the classroom and around school by:

- providing a safe, secure and stable environment;
- treating pupils with respect, warmth and in ways that reflect our nurturing ethos;
- encouraging pupils to use 'Stop It Please' to indicate to others that they are not happy about the way someone is acting towards them;
- encouraging pupils to respect 'Stop It Please' as an indicator that something they are saying or doing is upsetting someone else;
- being fair and just in responding to issues, actively listening to all sides;
- setting clear boundaries for behaviour in the classroom and around school
- ensuring children understand the order of consequence
- writing classroom rules and expectations at the beginning of each school year and constantly reinforcing and making reference to them;
- using the 'Rights Respecting School' agenda to teach the children about respect, responsibility, the rights and needs of themselves and others and the need for acceptable behaviour;

- encouraging pupils to be involved in the development of their learning;
- valuing all pupils within the class;
- using praise, rewards and the agreed sanctions consistently;
- promoting independent learning and thought;
- ensuring that the needs of individuals are met;
- create a safe and inspiring environment;
- being a good role model to the pupils in our class and within the school.

Restorative Practice

This is a strategy that seeks to repair any harm done to children and relationships that have been damaged. Rather than simply punishing an 'offender', it aims to encourage the child to take responsibility for their actions, be aware of the consequences they have caused and feel remorseful.

We do this through meetings with the children who have been affected who explain the impact that they have had. From the victim's perspective, these meetings can help them to forgive, move on, and reconcile with the offender. The practice is based on the idea that dignity, healing, and strengthening a community should be considered when attempting to bring someone to justice.

Behaviour expectations in the learning environment which may be reflected in class rules are included in Appendix ii

School systems for promoting positive behaviour and children's emotional wellbeing

We engage in a number of whole school, phase, year and class based rewards systems ideas for which are included in Appendix i

School systems for minimising and responding to unacceptable behaviour

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, break the school rules or who fail to follow a reasonable instruction. Staff with the responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include confiscation, retention or disposal of pupil property and detention. Head Teachers can also decide to exclude a pupil for a fixed period of time.

We have agreed a whole school response structure which is detailed in Appendix iii.

The behaviour of all children in school, anywhere in the school, is the responsibility of all staff in school.

All medium level incidents and above must be reported to the Key Stage leader and a behaviour log form completed.

Support Available:

For pupils includes:

Clear class rules and expectations displayed in the classroom, referenced and applied consistently

Behaviour targets and plans

Support plan targets

Referral to Cornerpost

Use of external agencies eg: Crystal4SEN

For parents /carers includes:

Dialogue with the class teacher, including parents' evenings

Home / school agreement

Home / school diaries

External agencies e.g. Parent Partnership.

For staff includes:

Peer support

Assistant Headteacher and Head Teacher support

Behaviour for Learning Environmental checklist (compiled by Tamworth Consortium and SENSS - Appendix iv)

Referral to DIP for advice and strategies

CPD

We pride ourselves in being a united supportive staff.

Searching pupils

School staff can search pupils with their consent for any item which is banned by the school rules.

Where the Head Teacher or authorised staff suspect the pupil has a weapon, alcohol, illegal drugs and/or stolen items, they have the power to search pupils' possessions without consent. However, when a physical search is necessary, an appropriate adult must be present and parent/carer must be informed beforehand.

Use of reasonable force

All staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and maintaining good order and discipline in the classroom. Staff will receive appropriate supportive training.

Inappropriate online behaviour

Where inappropriate online language or behaviour is reported in school, parents will be informed and appropriate sanctions will be followed in line with the Peer on Peer Abuse Policy. Restorative conversations may take place involving all parties of which parents may be invited to attend. The Peer on Peer Abuse Policy sets out our strategies for preventing, identifying and managing peer-on-peer abuse.

Allegations of abuse against staff

Allegations of abuse are taken seriously and allegations are dealt with in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort to maintain confidentiality will be made during investigation. County policy and guidelines will be followed at all times.

The role of the class teacher / Teaching Assistants / Lunchtime Supervisors

The class teachers, Teaching Assistants AND Lunchtime Supervisors in our school must:

- have high expectations of the children with regard to behaviour, striving to ensure that all children work and play to the best of their ability;
- treat each child fairly, and enforce the agreed classroom and playground rules and expectations consistently;
- treat all children in their classes and on the playground with respect and understanding;
- keep a record of incidents (repeated medium level or above) on behaviour log forms (see appendix iii), particularly repeated unacceptable behaviours. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if unacceptable behaviour continues, the class teacher / TA/ Lunchtime Supervisor must seek help and advice from the Key Stage Leader, the Assistant Headteacher Head and then Headteacher.
- liaise with external agencies, as necessary, to support and guide the progress of each child, for example: social worker, or the LA's behaviour support service.
- contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to:

- implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy;
- ensure the health, safety and welfare of all children in the school;
- support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy;
- keep records of all reported serious incidents of unacceptable behaviour;
- give fixed-term suspensions to individual children for serious acts of unacceptable behaviour.

For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages with regard to how to behave at home and at school.

We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, we expect parents and carers to support the actions of the school. If parents and carers 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 Key Stage Leader, Assistant Headteacher Head or Headteacher and if they feel necessary, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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;
- supporting 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 must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school recognises the legislative changes which took effect from June 2012, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. 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 or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members.

This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring the behaviour policy

This policy will be monitored in the following ways:

Behaviour Lead will amend according to relevant guidance or updates

Discussion at Staff and Governors meetings

Inclusion of associated questions on staff, pupil and parent questionnaires

Record of positive comments from visitors to the school

Monitoring of Behaviour Lead and Class teacher's ABC logs

Behaviour focussed learning walk around school

Date of policy review: March 2022

Accepted by Governors:

Date of review: March 2024

Appendix i

School systems for promoting positive behaviour and children's emotional wellbeing include:

Class Rewards

Dojo points and certificates / dip in the goody box (Currently Nursery / Reception classes / KS1)

Praise

Stamper charts/books

Golden time

Attendance Raffle

Stickers

Achiever of the week

Always award

Sharing work with rest of the class / Assistant Head / Head Teacher

Extra time on computers / learning activity of pupil / class choice

Responsibilities
Celebrating child's work with parents
Certificates

Whole School Rewards

Sharing of good work in Achievers Assembly (special certificate)
Head Teacher Award
Always Award
Responsibilities around school
Annual Year 6 awards (end of year ceremony)
Termly attendance certificates for individual pupils
Class good behaviour award
Pen Licence
Weekly house point totals (Dojo linked)

Appendix ii

Behaviour expectations in the learning environment

Staff have agreed that they have the right to expect children to:

- Show respect for their fellow pupils and adults working within the school community.
- Support and be sensitive to others when they may be feeling vulnerable.
- Actively seek to develop a praise culture within the school.
- Actively support the school anti-bullying policy.
- Take responsibility for their own behaviour.
- Treat others as they would expect to be treated themselves – consider others' feelings.
- Use appropriate manners inside and around the school site.
- Move safely and sensibly around the classroom and school.
- Understand and accept that there are consequences for inappropriate actions (behaviour ladder)
- Tell the truth.
- Follow instructions.
- Cooperate and share.
- Wear their uniform with pride.
- Wear correct physical education and outdoor clothing.
- Celebrate each other's successes.
- Set a good example to others.
- Use appropriate speaking and listening skills.
- Have high expectations of themselves.

Pupils, through the school council, have agreed that they have the right to expect adults and children to:

- Model emotion coaching techniques.
- Show respect for every pupil and other colleagues within the school community as individuals.
- Be aware of vulnerable pupils.
- Criticise the behaviour rather than the pupil.
- Avoid favouritism.
- Be seen to be fair.
- Avoid labelling.
- Have high expectations of pupils.
- Never provide opportunities / materials for pupils to use against each other.
- Actively seek to develop a praise culture within the school.
- Respect everyone around school: each other, all staff members (including PPA Cover Teachers, Supply Teachers, Teaching Assistants, Office Staff, Cooks, Lunchtime Supervisors, Cleaners, Caretakers and Visitors).
- Always think about how others feel, treat them how you wish to be treated.
- Be safe: Do not touch things that you do not know how to use properly;
- Make learning fun.

Keep our school environment tidy: playground, corridors, hall, and classrooms – EVERYWHERE!
 Treat everyone equally regardless of age, race, religion, ability, etc.
 Be helpful and responsible by setting a good example – be role models.

Appendix iii

Behaviour Management Framework

Behaviour	Responsibility	Sanctions	Evidence Collected
Stage 1 Calling out, interrupting the teacher, making silly noises or faces, getting out of seat, causing distraction or disturbance, rudeness/ teasing/name calling, avoiding learning task /adult instructions Non uniform / lack of PE kit,	Class teacher to deal with this behaviour.	Staff member to remind child of class rules and expectations, use praise and rewards. Ignore inappropriate behaviour – distract with a question, have a quiet word. Repeated behaviour after a warning – removal of 1 dojo point	Dojo reports every half term
Stage 2 Swearing, throwing objects, hurting someone, consistently not completing tasks set.	Class teacher to deal with this behaviour.	Loss of playtime, stand by teacher on duty or in Reflection Zone on the playground or remain in class with member of staff to supervise.	Begin ABC chart. Reports, sticker charts completed.
Stage 3 Repeated medium level disruption, plus: repeated name calling, inappropriate language, on-line peer on peer abuse, repeated refusal to work/follow instructions, swearing repeatedly at other children, inappropriate use of technology, leaving the classroom without permission.	Class teacher to report this behaviour to KD or CH or CB depending on Key Stage and seek behaviour support.	Loss of 'Golden Time' / privileges (where applicable) Meeting with pupil and phone call to parents by class teacher. Restorative conversation. Repeated behaviour meeting with parents – led by KD, CH or CB.	Complete ABC chart. My Concern completed
Stage 4 Repeated high level disruption, plus: deliberately breaking school/other people's property through violent outburst, deliberately hurting someone, fighting, repeated online peer on peer abuse, vandalism, running out of school, putting themselves or others in danger.	KD or CH or CB depending on Key Stage. Report incident to Headteacher	Removal to Assistant Headteacher, Formal meeting with pupil, parent, class teacher and Key Stage leader with discussion of strategies. Self-reflection opportunity for the child. Restorative conversation.	Complete ABC chart. My Concern completed

Stage 5 Repeated/persistent serious level disruption, plus: Persistent racist/name calling, bullying, throwing objects at staff, verbal abuse/aggression towards staff or pupils, stealing. Serious vandalism of school property or repeated incidents of damage to school property	EP	Removal to Head Teacher Internal exclusion Formal meetings with parents, pupils, senior staff and outside agencies (as above) Fixed period exclusions Part time timetable Permanent exclusion as a last resort Restorative conversation.	Complete ABC chart and share with parents. Fixed term exclusion documents. My Concern completed
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Appendix iv Class environment checklist

This checklist is a tool to support teachers to reflect on how they organise for positive relationships, 'good' behaviour and successful learning

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The physical environment to promote positive behaviour

Equipment and materials are well labelled and easily accessible. Furniture is suitable and arranged to best effect	
Behaviour faces are clearly visible and in an appropriate place within the classroom	
Consideration is given to the ambient temperature. There is sufficient ventilation and lighting with no glare	
Available space is used appropriately	
Consideration is given to external distractions	
Room organisation meets differing curriculum demands	
Teacher's voice and instructions are clear	
Adults very rarely raise their voices/ shout	

Social, emotional environment including relationships

Social relationships have been considered in placing children	
I act as a role model for desired behaviour	
Peer support is encouraged and used to best effect	
I take steps to ensure that children feel emotionally safe and nurtured in my classroom	
I manage changes/ transitions so that children feel secure knowing what is to happen and what is expected of them	
I organise a specific time for review and celebration of success	
I make sure that the children feel their ideas are valued	
I communicate to the children that they are able to take risks in their learning, knowing that learning only begins when we make mistakes	
I promote respect for one another, tolerance and cooperation	
I make sure that children will not be belittled or hurt by others in the classroom	
I promote positive working relationships between everyone in the classroom	
I use praise frequently	
There is a system for telling parents about good behaviour	

Teaching and learning

Pupils are grouped appropriately	
Learning activities are differentiated and appropriate	
There is a balance of activities appealing to children's different interests and motivations	
Materials/ resources meet individual learning needs	
Materials and equipment are prepared	

Lessons are well prepared	
Adult support is used to best effect	
I communicate clearly to the children what is expected of them at each stage of the lesson	
I communicate clearly to the children what is expected of them during each stage of the behaviour faces	
When appropriate, I teach and model desired behaviours and routines	
I give the children opportunity to practise these behaviour/ routines	
The children are given the 'big picture' regarding their own learning	
Small achievements are recognised	

Children are given the opportunity to reflect on their own behaviour	
Children are given the opportunity to reflect on their own progress	
I give feedback in such a way as to increase children's motivation	

Routines and organisation

I arrive at lessons/ my classroom before the children	
I ensure that children are settled before lesson starts	
I ensure that the correct equipment and materials are available at the start of the lesson	
The timetable is arranged to best effect	
Routines are established for:	
➤ Entering or leaving the room/ lining up	➤
➤ Distribution and collection of materials/ equipment	➤
➤ Gaining teacher's attention and asking for help (3 B4 me)	➤
➤ Changing activities	➤
➤ Gaining quiet/ silence/ attention	➤
➤ Clearing up	➤
➤ For moving around school	➤

Expectations and rules

I involve my children in discussing our mutual rights and responsibilities	
Expectations/ rules are clearly phrased	
Expectations/ rules are negotiated with, and understood, by pupils	
Expectations/ rules are regularly referred to and reinforced	
Expectations/ rules are positively framed	
Expectations/ rules are displayed in the classroom	
Behaviour to meet expectations/ rules is taught	
Behaviour faces are clearly displayed in an appropriate place in the classroom	

Positive reinforcement including rewards

Good behaviour is regularly noticed and acknowledged	
A pupil's good behaviour is 'named' and reflected back	
Rewards are valued by pupils	
Rewards are awarded fairly and consistently	
Rewards are clearly related to positive behaviour	
Rewards are linked to the school reward system	

Pupil engagement

All pupils' sign the classroom contract	
I ensure that I listen 'actively' to the children in my class	
I involve my children in setting daily expectations for themselves	
I involve my children in making classroom decisions	
I actively work to build and maintain positive relationships with all my children	

Sanctions

Are related to behaviour	
Are administered fairly and consistently	
Are understood by pupils	
Are understood by parents and carers	
Are within a clear hierarchy of severity (see appendix iii)	

