

ESTCOTS PRIMARY SCHOOL



Behaviour & Relationships Policy

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1. Governing Body Introduction and Statement of Principles

We are an inclusive school. We are totally committed to working with parents and carers, internal and external agencies and the pupils themselves, to modify behaviour and support each pupil to achieve the best from their learning. Within this we realise that every pupil has a right to a safe environment, and that the unacceptable behaviour of the individual must not threaten the education or well-being of the school community.

We expect the headteacher to produce and publish for all stakeholders (staff, children, parents, governors, volunteers and visitors) a behaviour policy containing clear guidelines to ensure that pupils:

- **respect** all members of the school community and the school environment;
- are aware of and follow **school procedures**;
- are aware of the school's **rewards and sanctions** for behaviour;
- are aware they can be **screened and searched** for harmful substances and items;
- are aware that staff have the power to use **reasonable force** or make other physical contact.

In addition to the above, the headteacher must also adapt the policy for children with Special Behavioural Difficulties so as to ensure:

- rewards are appropriate to the capabilities of the Special Needs Child;
- the safety of all stakeholders is considered;
- multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The school's behaviour policy must also contain guidelines on the pastoral care of school staff accused of misconduct.

Furthermore, the headteacher must ensure guidance and training are available for all staff and volunteers and that this training is documented. All parents must also be made aware of the content of the school's behaviour policy and any changes made to it.

In conclusion, Estcots Primary School will strive to:

- eliminate discrimination, harassment or victimization;
- support equal opportunities for all pupils;
- encourage good behaviour and prevent all forms of bullying amongst pupils; and ensure the school is safe and accessible to all, regardless of any disability.

2. Aims and Objectives

Aims

At Estcots we are committed to establishing a school community where people work together with trust and respect, and where the children's learning is at the centre of all our work. We aim to establish a warm and supportive ethos as an essential prerequisite for learning. This depends upon trusting relationships and a process of co-operative teamwork. We believe that everyone has an important part to play.

All children will:

- be tolerant and understanding, giving full consideration to the rights, responsibilities and property of others
- develop a responsible attitude towards their own learning and towards the development of their roles in school and in the wider community
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- take pride and a responsible interest in caring for their environment both at school and in the wider world

The underpinning principles of our policy are that:

- adults act as role models for the children at all times
- good choices are rewarded
- children are praised regularly and good behaviour is publicly celebrated
- poor behaviour is never ignored but dealt with according to the policy
- all teachers follow the behaviour policy so that we treat pupils fairly and consistently and the children know what the boundaries are
- sanctions address the behaviour and not the child personally
- children are involved in setting expectations and devising strategies, in making choices about their own behaviour (choice and consequence) and in supporting each other

EVERY CHILD ...
has the right to feel safe at school, physically, psychologically and emotionally,
to enable them to learn and thrive effectively.

No child has the right to disrupt the learning of others.

Objectives

In order to achieve our aims, the following objectives have been identified:



- To develop self-confidence, self-esteem and emotional intelligence in all children.

- To enable pupils to keep on-task with their learning.

- To develop self-discipline and self-control.

- To encourage accountability for behaviour.

- To encourage pupils to recognise and respect the rights of others.

- To enable rational conflict resolution.

- To affirm co-operative and friendly attitudes within the classroom by creating a purposeful working environment.

- To promote the golden words and values of honesty, care and respect for others.

- To develop positive attitudes towards the learning process and our school.

3. Positive Behaviour Management

At Estcots we are committed to a system of positive behaviour management. It is important that every member of the staff team is clear about their roles and responsibilities for consistently applying the agreed policy for managing behaviour. Everyone, staff and pupils alike, must be clear about our expectations of good behaviour and the strategies in place to secure this.

Children's needs

Pupils respond best when they are feeling secure. They will feel more secure when they know what is expected of them and when they believe that all staff will follow the same rules and will be consistent in their use of rewards and sanctions. Children need to know what the school and class rules are, and what will happen to them if they choose to break the rules.

Staff needs

All members of staff need to feel secure in the standard of behaviour they should expect from children; how they should reward them; what sanctions are available to them and what support they should be able to receive. Staff should also be very clear **that any problems with any child's behaviour are a whole school responsibility and that they are not expected to cope on their own with challenging situations.**

Staff and pupil relationships

Positive behaviour management is helped when there are good relationships between staff and pupils. It is important that discussion takes place with children and staff about expectations, rewards and sanctions, in a calm and planned way. Children should not discover what the rewards and sanctions are because of their actions but these should be explicitly taught, discussed and agreed by the whole school community. Specific and descriptive praise is one of the most effective means of reinforcing appropriate behaviour along with high expectations and consistency.

All our staff, teachers, teaching assistants and other school staff, will have high expectations of behaviour, attitudes and learning, and will praise when they see children being good.

All staff will:

- Create an attractive learning environment, ensuring that the classroom is well organised, to enable children to move around freely, with easy access to equipment
- Plan work carefully to cater for all needs and abilities, ensuring all the resources needed for the lesson are in place before the lesson starts
- Develop a calm environment and keep calm when talking to children
- Establish friendly, supportive relationships with pupils
- Make the rules and routines clear so that children feel secure with firm boundaries
- Ensure that the children know the school rules and develop with the children class rules that they have helped to establish, being clear about the rewards available as well as the sanctions

- Make clear the expectations about learning: what needs to be completed and how long have they got and what they should do if they have finished
- Aim to “catch the children being good” and praise them for it, making the praise specific and descriptive of the behaviour you want to see repeated
- Try to modify or divert pupil’s behaviour before a problem arises
- Avoid arguing with a child
- Seek advice when needed and make use of all the support systems available
- Follow correct procedures as outlined in policy documents
- Never take any bad behaviour personally

4. Rewards and Consequences

Rewards

Rewards are developed to encourage pupils to repeat positive behaviour and to contribute to a child’s self-esteem. Rewarding one pupil can encourage other pupils to copy behaviours which result in praise; they also help to build-up positive relationships between teachers and pupils.

At Estcots we try to catch the children being good at every opportunity, focusing on rewarding the positive to encourage all to achieve. There are many different aspects to the way children receive praise.

The whole school agreed policies are a combination of:

- verbal and recorded praises
- House points
- Postcards home
- stickers
- ‘Star of the Week’
- commendations
- whole class rewards

Star of the Week

Every class nominates a “Star of the Week” each week for Friday Assembly. They are chosen for truly exemplary effort, behaviour, achievement etc. Stars of the Week are also published in the Estcots Newsletter, certificates are taken home and children can place a leaf on our celebration tree.

Commendations

Certificates are awarded in class for good work and achievements throughout the week (approximately three a week so that they remain special). This can be for good work or good behaviour. Teachers will endeavour to ensure that everyone has a fair opportunity of receiving this praise by keeping a class log of who has been selected.

Any stickers/rewards the Headteacher gives during the week are to be seen as separate and an added extra to the praise the teacher has given.

Whole Class Rewards

Each class should develop their own whole class reward system that is consistent with the agreed system. These rewards are given when the class or a group of pupils is doing something positive that helps to maintain a calm and orderly atmosphere. These can be rewarded by all members of staff and go towards a class treat. An example is 'Marbles in the jar'. Marbles can be rewarded to the whole class e.g. for lining up well, nobody being moved in Assembly, listening to a story well. Teachers should aim to achieve a class reward every half term (i.e. six times per year). The reward should be negotiated with the class in advance so that they know what they are working towards. Rewards could be: non-uniform day just for the class, afternoon of games, a movie afternoon with popcorn and extra long playtime, and so on. The final reward of the year could be the biggest, perhaps a class party.

Class rewards should **never be removed** and no children should be excluded from the class reward. Once earned a reward should not be taken away.

**DRAW ATTENTION TO THE BEHAVIOUR YOU WANT –
NOT WHAT YOU DON'T WANT**

Consequences

Children at Estcots know what is expected of them as the rules have been clearly defined and explained to them. Therefore if they choose to misbehave then they have also chosen to accept the consequences. The word "**consequences**" is used to mean punishments. Adults maintain discipline in a calm and unemotional way without fuss.

Teachers will be required to use their professional judgment about the appropriate consequence for any individual situation:

Loss of playtime to catch up on work

Time out in class or sent to another class

Loss of privilege,

Discussion with phase leader

Referred to Headteacher

For serious incidents and significant poor behaviour children should be referred to a member of the senior leadership team (SLT). Class teachers and other staff are expected to resolve minor incidents and small disputes between children. In the case of slightly more serious incidents the class teacher should refer to the phase leader and/or the incident discussed at inclusion meetings. Involving a member of the SLT should be reserved for serious incidents so that the children know that the action that they chose was seriously wrong.

Searching Children

The headteacher or deputy headteacher reserves the right to search pupils and their bags if there is reasonable concern that they could be carrying a harmful piece of equipment or substance or notice of threat.

This will be carried out by the Headteacher or the deputy Headteacher with another member of staff present. The procedure for this would be to speak to the children and the parents to discuss the matter, at the earliest possible time.

Recording poor behaviour

Staff must record unacceptable behaviour, as this creates a comprehensive history of that child's behaviour which may be needed later.

Persistent poor behaviour

If children are regularly breaking class rules, their behaviour needs to be monitored more closely and a meeting with the SENCO will be arranged. The child may be put on special behaviour support programmes with clear targets. The opportunity to get additional help and support will be considered.

5. Playtimes and Lunchtimes

Behaviour at playtimes and lunchtimes is expected to support an ethos where:

~ **The children have an active and enjoyable lunchtime where they feel safe and are well cared for**

~ **Incidents reported by the children are listened to and acted on**

~ **The children are free to play in an environment that challenges poor behaviour and any form of bullying or victimisation**

At playtimes children are monitored by teachers and teaching assistants. Any conflict is resolved through listening to the pupils and mediating between them. Minor incidents should be dealt with on the playground, either by the duty staff, peer mediators or by the teacher. Where something is slightly more serious this should be reported to the class teacher, so that they are aware of the incident and follow it up where necessary. More serious offences such as fighting, defiance and racism are reported to the SLT

At lunchtime the Midday Meal Supervisors (MMS) are in charge of the pastoral care of the children. They are encouraged to work alongside the children, playing and talking with them, so that they role model and build up positive relationships with the children. If a child reports to them that another child is bothering them they should always take the time to listen to them and to follow it up. Although on occasions the incident may sound minor, to the child it is important. They will report any incidents in the same way as teachers on duty at playtimes.

Learning Mentor and play therapist members of staff are also supporting at lunch times.

Friendship issues

If there are friendship problems the Learning Mentor together with peer mentors can be deployed. The peer mentors are a group of children who have been trained to mediate between children who are experiencing low level friendship issues. These are supervised by a learning mentor.

Play leaders have also been nominated to support and play with the younger pupils.

Playground Accidents

Children who are hurt are dealt with in accordance with the school's accident policy. All accidents are recorded and any concerns reported to parents and carers.

6. Relationships with Parents and Carers

Establishing good relationships with parents and carers is essential for developing and supporting good behaviour of children. As part of the on going relationship with the school, parents and carers are expected to support the school's Behaviour and Relationships Policy, and in signing the Home School Agreement commit to this partnership with the school.

The school very much appreciates parents and carers alerting the school to issues which affect the child's behaviour and in order to develop and foster good relationships we will endeavour to ensure that there is:

- regular informal contact with teachers who are always accessible to parents and carers after school
- good communication channels including termly newsletters from school and PFA
- biannual parents' and carers' evenings
- a programme of open days, productions and PTA fund raising events
- an induction programme for children entering Reception which involves pre-school visits
- same day response to all parents concerns.
- opportunity for welcoming parents and carers into the classroom, both on a regular basis (to offer support with reading, for example) and for demonstration sessions on specific subjects
- the opportunity for welcoming other parent and carer contributions such as organising resources, helping in the library, accompanying educational visits, providing transport for children and helping with extra-curricular activities
- clear guidance on the homework system used by the school and how parents and carers can support their children through our Learning Weeks

7. Behaviour Support

If a child is having continual difficulties in making the right choices then the school will consider a **Behaviour Support Plan**. A Behaviour Support Plan is drawn up with the school, pupil and parents. It will outline what the difficulties are, and the strategies proposed by the school and parents, to help the child. All pupils who reach this stage will be placed on the Special Needs Register for behaviour. We have good support available to children in school using Learning Mentor or play therapist. Detailed records of their behaviour will be kept and help may be sought from the Behaviour Support Service and/or the Child and Adolescent Mental Health Service and/or the Educational Psychology Service.

8. Exclusions

Exclusion for poor behaviour is used rarely and only when all other strategies have been tried and exhausted. Exclusions are dealt with in line with the government's 2012 national guidance:

Exclusion from Mainstream Schools, Academies and Pupil Referral Units in England

9. Restraint

Some staff are trained in the use of positive handling this will enable us, in very rare occasions, to control a child using restraint.

Our aim is to create an environment in which the use of force in relation to a pupil is used rarely. The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent the child causing harm to itself, to other children, to an adult, to prevent serious damage to property, or, in what would reasonably be regarded as, exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned. All incidents of physical restraint need to be recorded using the appropriate form.

10. Whistle blowing policy

We ensure that all staff feel fully supported and that the behaviour of the pupils is all of our responsibility. If for any reason a member of staff had concerns about another member of staff's conduct then they should report that confidentially to the Headteacher.

11. Pastoral support of staff

The school follows West Sussex guidance when dealing with any staff misconduct and adheres to the following basic principles

- i) confidentiality
- ii) clarity of investigation process
- iii) support for the member of staff from county or unions.

12. Success Criteria

We shall know we have achieved our goal of good behaviour from all the children when they can be trusted to behave in an exemplary manner whilst learning both in school and when taken out of the school.

As the children leave the school, we should have clear evidence in terms of examples of good behaviour, which will show that our children have matured into kind, considerate, sensible and responsible young people who have an awareness of both their actions and the consequences of their actions. There should be evidence of good manners apparent at all times, together with signs of a helpful and co-operative attitude towards other people. These children should have high levels of self-esteem and self-confidence and a positive attitude towards their own learning and development.

13. Monitoring, Evaluation and Review

The headteacher, in consultation with the staff and through pupil and parent questionnaires, monitors and evaluates the effectiveness of the policy. The governing body reviews the policy.

Policy review date: October 2019