

St Mary & St Thomas Church of England Primary School



Behaviour and Relationships Policy

Author: Headteacher
Owner: CEO/Directors
Date adopted: November 2021
Review: September 2023

We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

'Pupils' behaviour and conduct are exemplary. Pupils flourish in an environment where they feel valued and their social and emotional needs are met extremely well.' *Ofsted 2019*

PURPOSE

- To create a positive, orderly and inclusive environment where learning and teaching can take place.
- Create a safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities.
- Reduction of staff stress through the identification of effective systems and practices.

AIMS

- Provide a disciplined environment where children will develop lively, questioning minds, learn important skills and make good relationships with adults and children.
- Ensure that each child develops his/her maximum potential.
- Help our children to develop personal, moral, and Christian values and a tolerant understanding attitude towards people of other races, religions and ways of life.
- Give each child self-esteem, confidence and security.
- Give children a sense of responsibility towards the community.
- Give each child the opportunity, space and support to reflect.

EQUALITY STATEMENT

St Mary & St Thomas CE Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. St Mary & St Thomas CE Primary is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential

This policy is compliant with The Equality Act 2010, The Education and Inspections Act 2006 and Safeguarding Children and Young People – Children Act 1989

CLASS CHARTERS

Every class has a class charter which is written and agreed by everyone and displayed in the classroom. The charter replaces the need for rules it gives a clear philosophical message, promotes consistent whole school approach to relationships and behaviour expectations and begins to set the boundaries and rights of every child.

Each charter is a visual document that establishes an agreed set of rights-based principles upon which relationships can be based and which provide a language for shared values. The charters support a positive learning environment for children in the classroom, across the whole school, in the playground and other areas of the school grounds. The charter helps to make the United Nations Convention on the Rights of the Child (CRC) more prominent and relevant as a Rights Respecting School, linking each principle directly to one of the Rights of the Child.

REWARDS

Whole School Rewards

All Class teachers and Learning Assistants use all the following rewards on a regular basis

- Praise
- Stickers/ Class dojo
- Weekly Head teacher's Award for 1 child in each class. Certificates are presented in Achievement Assembly; winners are published in the weekly newsletter. The award may be given for any reason, academic or social. These are subsequently read out by Y6 monitors on the school Public Address system.
- Weekly Lunchtime Award given to one child in each class by the Learning Assistants. Stickers are handed out in Achievement Assembly and published in the school newsletter and are subsequently read out by Y6 monitors on the school Public Address system.

- Attendance Awards – Autumn, Spring and Summer Individual Awards are announced in the Achievement Assemblies along with a prize such as a theatre ticket. 100% Attendance Individual Certificates are presented each term. All 100% attendees at the end of the year receive a certificate and a pencil with a yearly award winner chosen from KS1 and KS2 receiving a gift voucher as well as a pencil and certificate. All 100% attendees and the overall winning class are allowed to wear their own clothes on the last day of term.
- Photocopies of good work are sent home to parents at the discretion of the class teacher.
- Annual Awards Evening: whereby 3 children from each Year Group - EYFS to Y6 –receive a School Award under the Categories: Believe, Achieve and Shine.
- The school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Dojos'. These can be awarded for any actions, deeds or attitudes which are deemed noteworthy and anything that links to our school values or anything we are prioritising in school. They may include:
 - Particularly good work/effort
 - Displaying good manners
 - Displaying a caring attitude towards others
 - Remaining on task
 - Use of a growth mindset etc

Foundation Stage

- Stickers and Dojos with daily prize.

Key Stage 1

- Stickers and Dojos

Key Stage 2 Rewards

- Dojos

Children will “bank” dojos and a record will be kept on the interactive Dojo System, when children reach certain milestones, they will receive a reward. Dojos are awarded in varying amounts and both this and the reward received are at the discretion of the class teacher.

SANCTIONS

Sanctions are understood by all children and are explained at the start of each year:

See Appendix 1 for the graduated response to sanctions introduced at St Mary and St Thomas CE Primary School.

These sanctions may vary slightly depending on age of pupils.

UNACCEPTABLE SANCTIONS

Children at St Mary & St Thomas CE Primary school will not be asked to write lines as a punishment. They will not be sent to stand outside classrooms, or against walls on the playground or in school. Children's names will not be written on the board or displays to indicate sanctions.

Children will be spoken to in a calm manner at all times with the adult acting as the role model.

SEND SUPPORT PLANS (SEMH)

If a pupil needs intervention around their behaviour, they will have an SEND support plan and their targets will be stated on the social, emotional and mental health (SEMH) section of the plan. This will be done by the class teacher and SENDCO with involvement from relevant Support Staff. Children requiring therapeutic support from the Wellbeing Team will have targets set from the analysis of the Boxall and SDQ profiles along with pupil voice charts. The Support Staff member who conducts therapeutic intervention will identify, set and review targets for the child, which will be incorporated into the SEND support plan

All children who have an SEND support plan because of their behaviour have progress regularly discussed at multi-agency planning meetings which occur each term and during termly Pupil Progress Meetings with the class teacher, SENDCO, Family Support Worker, Director of Wellbeing and Headteacher.

If the SEND support plan is not effective and no improvement can be seen and the child is at risk of exclusion, a pastoral support plan (PSP) will be considered along with liaison with other agencies, possible manage transfer or pupil referral unit application.

Regular monitoring of pupils with behaviour issues may trigger an EHAT assessment which will identify any multi agency input required.

CRISIS MANAGEMENT PLANS (part of SEND support plan)

Some pupils will have CMP's these will detail known triggers in an attempt to avoid extreme displays of behaviour. A behaviour risk assessment will be completed.

PERSONAL HANDLING PLANS

Pupils known to school as often needing to be "handled", will have a Personal Handling Plan (PHP). These will be agreed and signed by parents and reviewed along with the child's SEND support plan on a termly basis.

IDENTIFYING CHILDREN WITH POSSIBLE MENTAL HEALTH PROBLEMS

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions). Where there are concerns about behaviour, discussions should be held with the SENCO and various assessments will be undertaken to help to determine whether there are any underlying factors such as undiagnosed learning difficulties, difficulties with speech and language, child protection concerns, or mental health problems. SDQ, Boxalls and Emotional Wellbeing Audits will be completed when required.

PEER ON PEER ABUSE INCLUDING BULLYING

(See anti-bullying policy)

All incidents will be reported, investigated, actioned and recorded in accordance with guidance in these policies and accessing relevant assessment tools such as Brooks Harmful Sexual Behaviours. Child Protection and Safeguarding procedures will be initiated where applicable and multi-agency involvement when necessary.

All incidents will be recorded on CPOMs.

CREATING A POSITIVE ATMOSPHERE

Each lesson will be started in a friendly and positive way to promote respectful relationships. Children will be welcomed, and the big picture will be given. This will reduce anxiety and all children will understand what is expected of them.

There is a reflection area in every classroom which can be used to de-escalate problems and children can calm down and refocus in these areas.

All staff will speak calmly to children without raising their voice. The unacceptable behaviour will be targeted without labelling the child as 'naughty' and children will not be publicly shamed.

DISCIPLINE BEYOND SCHOOL GATE

School has the right to discipline pupils for misbehaving outside school in the following circumstances:
Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- or in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour school will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In these cases, school will treat each case individually when consider what action to take. Parent will be involved and could lead to pupil exclusion

POWER TO USE REASONABLE FORCE

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All staff adhere to the Team Teach model; records are kept in line with the Care & Control Policy.

SCREENING AND SEARCHING OF PUPILS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

DFE Behaviour and Discipline in School January 2016

1) The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully."

2) **Power to search without consent** for "prohibited items" (see DFE Behaviour and Discipline Advice for School January 2016). These items will be handed to the police.

EXCLUSIONS

Local Authority and DFE guidance will be followed. Advice from the Exclusion Officers will be sought for any Fixed Term Exclusions.

On occasions, pupils whose behaviour warrants an exclusion but not a FTE will be internally excluded, which means they will be separated from their peers and will work in isolation supervised by a member of staff. When this has occurred, the pupil and parents will meet with the Headteacher/SLT and a plan or SEND support plan will be put in place to minimise the need for further exclusions.

MONITORING

Any individual incidents of poor behaviour will be detailed on an individual behaviour log.

E-safety and Homophobic/Biphobic/Transphobic/Racist incidents will be detailed on individual logs. Bullying incidents will be logged as per procedures in the Anti-Bullying Policy. Peer on peer incidents will be logged as per procedures in the Peer on Peer Abuse Policy. These are reported to the Governors via the Headteacher's report on a termly basis.

Attitude is carefully tracked this includes attendance, punctuality, behaviour, effort, homework and uniform via the Assertive Mentoring "Assessment Criteria for Attitude" forms 3 times a year. Each area is colour coded: Green – excellent/very good, Yellow – acceptable/satisfactory, Red – unacceptable. Support will be targeted where necessary. This information is also fed back to Parents at Parent/Pupil Meetings three times a year.

Significant behaviour incidents, racist, homophobic/biphobic/transphobic, bullying incidents and peer on peer abuse incidents will be recorded on CPOMs.

Exclusions will be recorded on CPOMs.

Internal exclusions will be recorded on Arbor.

The Headteacher will monitor the above on a termly basis and will be reported to School Committee in the Headteacher's Report.

LINKS TO OTHER POLICIES

Child Protection and Safeguarding

Emotional Health and Wellbeing

PSHE

Anti-bullying and Harassment

Care & Control

Home School Agreement

SEND

Staff Code of Conduct

Single Equality Plan

DfE Exclusions Statutory Guidance September 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

DfE Behaviour and Discipline in Schools – January 2016

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

DfE Mental Health and Behaviour Guidance – November 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf