

Smannell & Enham CE (VA) Primary School

Love Courage Reverence

To love, to learn, to live, to leave a legacy



Behaviour and Relationships Policy

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Introduction

At Smannell and Enham CE (VA) Primary School, our vision is for us to live by our Christian values, equipping our children to hold high aspirations for themselves, showing kindness and respect to others, and through independence and resilience, fostering a life- long love of learning.

Aims of the Policy (Behaviour Principles)

- To define acceptable standards of behaviour and boundaries that keep our pupils safe
- To create and sustain an environment that models and upholds positive behaviours in line with our Christian values
- To promote positive relationships, which are rooted in kind, honest and respectful communication
- To ensure consistency of response, from all adults
- To ensure there is equity, so that all of our pupils have their needs met

What we know...

- Behaviour is a form of communication
- All emotions are valid and should be recognised in safe and positive ways
- A consistent approach is essential and provides a secure foundation
- Equity is not the same as equality
- We, the adults, are responsible for developing positive and trusting relationships with our pupils
- Every child is unique and special, the importance and value of them knowing this is paramount!

Expectations

Our “Smannell and Enham Expectations” (school rules) are displayed around the school and are taught to pupils in collective worship and throughout our curriculum. They are:

- We are ready
- We are respectful
- We are safe

Encouraging Positive Behaviour

It's human nature for us to make mistakes, what is key is supporting children to learn from these. By teaching our pupils ways to cope with big emotions, how to communicate effectively and develop strong and long-lasting relationships, they will be well-equipped for life after primary school.

Our emphasis is to recognise, promote and reinforce positive behaviour, which upholds our "Smannell and Enham Expectations." Research is clear that by beginning with extrinsic motivation (external rewards), we can support pupils to develop positive and healthy habits, which in the long term will lead to automatic and intrinsic motivation (internal desire) to display positive behaviours.

We also believe that consistency makes habit forming easier and so implement the same approach across the school, using the same language, rewards and reflections, adapted in a way that enables all pupils to access it.

We recognise the importance of a calm environment, where distractions are minimised, enabling pupils to attend to their learning. To ensure that this is the case, classrooms are kept clear from clutter, displays are confined to dedicated boards and resources are clearly labelled.

In each classroom, there is a behaviour ladder, which demonstrates pupil's positive progress visually. All children start their day, every day, on the rising sun. The steps on the ladder are:

- 1 star (1 house point)
- 2 stars (2 house points)
- Superstar sticker
- Headteacher's sticker

Each time a pupil's name is moved up they should be told the reason for this and given the reward at the time.

Celebration Worship – Friday

Every week, the school community (including parents/carers) gather together to celebrate the successes of the past week. This worship covers the following:

House Points

Every child within the school is a member of a 'house'. Children earn house points for themselves as well as their house. The house with the winning number of house points each week receives a biscuit with icing the colour of their house.

Certificates

Each week, the class teacher will choose one pupil per year group to receive a certificate which is linked to the school values, these are handed out in Celebration Worship weekly.

Supporting Pupils to Behave Appropriately

'Punishment doesn't teach better behaviour, restorative conversations do' – Paul Dix

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided
- There should be a clear distinction between minor and major offences

There are occasions when some pupils may not uphold the desired behaviour, on these occasions, we use a graduated system, which supports children to turn their behaviour around. We do not believe in shaming our children, so provide them with a visual in front of them, which shows them where they are and how to turn their behaviour around.

- Yellow – an opportunity to “turn it around”
- Amber – think... what is the better choice to make?
The adult will speak to the child calmly and quietly about the behaviour which has resulted in an amber sanction being issued. They will help the child to consider how to make a better choice next.
- Red – issued following scripted conversation
The pupil is spoken to by another adult and SLT are involved.

At every opportunity, we are looking for the positives in a child's behaviour and the chance to move them back onto the reward ladder, we use “catching good” to encourage the adults to spot all positive behaviours, no matter how small they may seem.

Any deliberate act of physical violence, aggression or verbal abuse will be an immediate red, whereby the pupil will spend time with an adult, thinking through their choices and supporting them to consider how to avoid repeating these.

Behaviour at Break and Lunchtime

We know that for some children unstructured times can be challenging. It is important that there is a differentiation between class behaviours and those which take place at break and lunch.

At break and lunchtime, staff will operate a card system with each step having a clear consequence.

- Verbal warning
- Yellow card – restorative conversation
- Red card – reflection time

Reflection and Promoting Positive Change

Adults must model the desired behaviour at all times by communicating calmly with kindness and respect. It is important that we attune to the child and validate their feelings. Children must be calm and regulated before being questioned.

All adults in school have received training on restorative conversations and have resources to support them to work through this with the children.

The questions include:

- Tell me what happened?
- How did that make you feel?
- How did you respond?
- Who else was involved?
- How do you think they might have felt?
- How did they respond?
- Let's think about how we can tackle a situation like this in the future, what could be different?
- How can we make that change?
- Is there anything we need to do to repair what happened?
- How are you feeling now?

Communication with Parents/Carers

If your child reaches the point of needing a restorative conversation, you will be alerted by a text message.

The text will read "Your child in XXXXXXXX Class received a red card for (their behaviour, eg. hitting) at lunchtime today and spent some time in reflection." If this is happening frequently, you will be invited to a meeting with the class teacher, where they will discuss the use of a behaviour plan (IBMP) to support your child.

If children are repeatedly receiving yellow cards, they need to have reflection. For example, if a child receives two yellow cards within a day or 3 yellow cards within a week, this should become a red card.

A red card will also be shown immediately (no prior steps) where the behaviour shown is unsafe or requiring an immediate consequence e.g. physical aggression, inappropriate language.

The decision to suspend/exclude a child is made by the Head Teacher, in response to a serious breach of the school's behaviour policy. Exclusion is always a last resort and rarely would this be external, as we aim to support all children in school.

Monitoring and Evaluation

The school will monitor to ensure that rewards and sanctions are distributed consistently and fairly, it will also monitor to ensure that the policy is having a positive impact on school life, this will be through routine termly surveys to parents/carers, pupils and staff. The results of this monitoring will be shared with all stakeholders.

Data will be also analysed by gender, ethnicity, SEND and age – this work forms part of our policy on Equal Opportunities.

Pupils' Conduct Outside of School

While this policy applies is a school based policy, staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

Non-criminal behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for the school to investigate and implement sanctions and support as appropriate.

Staff may sanction pupils for inappropriate behaviour in the following circumstances:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When identifiable as a pupil at the school;
- When behaviour at any time could have repercussions for the orderly running of the school;
- When the student poses a threat to another pupil or member of the public;
- When behaviour could adversely affect the reputation of the school.

Confiscation of Inappropriate Items

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

The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, 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.

The **Power to search without consent** for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers, vapes or liquid
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules

A variety of items can be confiscated. Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise it is for the teacher in consultation with SLT when necessary, to inform parents and when/how to return a confiscated item.

Reasonable Use of Force

If a child's behaviour means that their own safety or the safety of others is in danger, then staff may be required to use physical restraint to make them safe; this will closely follow our physical restraint policy. All instances of physical restraint are recorded and details shared immediately with parents/carers.

Linked Policies:

This policy should be read in conjunction with the following policies:

- Anti-bullying Policy
- Child Protection Policy
- Health and Safety Policy
- Exclusion Policy
- Physical Restraint Policy
- Equality Policy