

## **St. Andrew’s Primary Academy Chardstock Policy to Promote Positive Relationships and Behaviour**

### **Aims, expectations and principles**

Refer to our **Ethos and Mission Statement**: relationships and behaviour are integral to our happy, healthy and safe learning community.

It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring Christian community with mutual trust and respect for all.

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school and church community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour and children take ownership of their responsibilities and rights in their class charters.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of ‘choice’:

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) ie there are always different behavioural options (we don’t accept / expect that some children will always behave in such a way) and;
- it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Central to this are our values core Christian values: Celebrating Life, Good Choices, Friendship (human and divine), Perseverance, Peace and Love.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to ‘catch’ good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become ‘invisible’.

Refer to Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings for important safeguarding procedures to which we all adhere.

### **Playground System**

This is pre-empted by time out in the playground and then proceeds as warning system in class.

## **Warnings System in Class**

Verbal

Orange – name on board

Red – speak to parents (recorded meeting notes in child's CP file)

Exclusion in another area of the classroom or playground

With this system in mind, specific responsibilities of the class teacher are to:

- praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rule they have broken, the effect this has had and always record the incidents
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record and any relevant notes if a child misbehaves and / or receives a warning
- having followed regular procedures and consequences, seek help and advice from a colleague (e.g. Senior Management Team)

## **Support Staff**

It is the responsibility of teaching assistants, office staff and all other adults in school to support the staff in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

## **Parents / Carers**

The school works collaboratively with parents / carers so children receive consistent messages about how to behave and this includes a behaviour 'contract' signed by parents at the beginning of the child's time in school. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour – this includes if a child receives three warnings (see above warning system) or if there is a pattern of regularly receiving warnings.

We expect parents / carers to:

- be aware that we have school rules (often communicated to parents) and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School or Executive Head, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Head in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice about particular disciplinary issues.

## **Consequences**

See Teaching, Learning and the Curriculum Policy for additional guidance regarding rewards.

The children are assigned to houses and earn points towards a house reward at the end of a term or half term. House points are earned on the basis of the overall school principles set out in this policy. Group rewards such as this help to promote inter-personal relationships. Class teachers and staff may also choose to reward in other small ways, such as a few minutes additional playtime on occasions.

## **Classroom discussion - Hands Up Policy**

Teachers use a range of strategies to promote effective classroom discussion including lollipop boxes to choose a child, hands up (although these children aren't necessarily chosen) and partner talk.

Low-level, ongoing disruptive or uncooperative behaviour (e.g. not following instructions straight away, talking in class and interrupting) are small issues but over time may stop a child and others from learning or feeling settled. We aim to keep this to a minimum and aim to spot patterns when warnings occur. We believe that there should be zero tolerance of even low-level disruption and the warnings system should still be implemented in these cases.

## **Children's Responsibilities**

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour.

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. The class teacher discusses the school rules with each class, and also creates a Classroom Charter as part of their PSHCE work. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

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. (See Appendix 1.)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education

Act 1996: The Use of Force to Control or Restrain Pupils. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children.

### **Monitoring**

The Head of School monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes. The Executive Head keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial incidents must be reported to the local authority; homophobic incidents are also recorded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Equal opportunities**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way. See Ethos and Mission Statement and Appendix 1: Anti-bullying

### **Related Policies:-**

**Equality Policy**

**Exclusions Policy**

**Anti-racism Policy**

**Anti-bullying Policy**

**Positive Handling Policy**

<b>Policy Version and Revision Information</b>	
<b>Authorised by Local Governing Body</b>	<b>May 2017</b>
<b>Reviewed</b>	<b>May 2018</b>
<b>Revised</b>	
<b>Current Version:</b>	<b>March 2016</b>

Rewards for appropriate behaviour
<ul style="list-style-type: none"> <li>• verbal praise, 'well done'</li> <li>• body language</li> <li>• signs, (a smile, thumbs-up, a nod etc.)</li> <li>• specific to the child and which is directed to a rule</li> <li>• class stickers/raffle tickets/ticks (rewards personal to the class teacher)</li> <li>• showing good work to Head of School</li> <li>• sent to the Head of School</li> <li>• giving a special responsibility</li> <li>• celebration assembly awards/ethos certificates</li> <li>• Head of School informing parents</li> <li>• End of year report with good comments on behaviour and effort</li> </ul>

Graded incidences of behaviour		Order of sanctions (These should be linked to the specific incident/behaviour)	
<b>0</b>	<b>Children on task</b>	<b>0</b>	
<b>1</b>	Behaviours including:- <ul style="list-style-type: none"> <li>• Fiddling – deliberate time wasting</li> <li>• Swinging on chair – flicking objects</li> <li>• Not informing teacher when experiencing problems with work – resulting in poor behaviour</li> <li>• Play fighting – getting someone into trouble</li> <li>• Running inside</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>• Verbal warning – clear explanation of consequence (choices)</li> <li>• Name on the board</li> <li>• Eye contact</li> <li>• Body language</li> <li>• Stop and wait</li> </ul> Repeated behaviour at this level – lose a golden minute and move the child from the immediate situation
<b>2</b>	Behaviours including:- <ul style="list-style-type: none"> <li>• Speaking when an adult is peaking – calling out-walking around- tapping objects</li> <li>• Consistently talking when should be working</li> <li>• Making rude noises on purpose – squabbling</li> <li>• Defacing school property – getting someone into trouble (more frequently) –making</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>• Short loss of playtime/lunchtime (under supervision)</li> <li>• Informal contact with parents as appropriate</li> </ul>
<b>3</b>	Behaviours including:- <ul style="list-style-type: none"> <li>• Continuous low level disruption</li> <li>• Insolence – smirking</li> <li>• Lack of respect to adults</li> <li>• Maliciousness (elements of bullying) poor language (not aimed specifically)</li> </ul> <b>Bullying</b> <ul style="list-style-type: none"> <li>• Selective friendships</li> <li>• Deliberate exclusion</li> <li>• Name calling</li> <li>• Persistent alienation of specific children</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>• Longer loss of playtime/lunchtime (under supervision)</li> <li>• Contact with parents/home-school contact books</li> <li>• If more than two incidents of level 3 behaviour make form contact with parents – speak after school or telephone call</li> </ul> <b>Mid-day supervisors</b> – 'time out' where appropriate and Behaviour Record Slips to be completed and given to the class teacher
<b>4</b>	Behaviours including:- <ul style="list-style-type: none"> <li>• Refusal to comply (ignoring an adult)</li> <li>• Answering back</li> <li>• Spitting</li> <li>• Swearing at another person</li> <li>• fighting</li> </ul> <b>Bullying</b> <ul style="list-style-type: none"> <li>• repeated malicious name calling</li> <li>• passing threatening notes</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>• incidences that occur within the class are to reported to the phase leader/HTL/HT and to be dealt with – report back to class teacher how it was dealt with</li> <li>• regular display of level 4 behaviour requires contact with parents to be made by phase leader/HTL/HT – minutes of meeting to be recorded</li> </ul> <b>Mid-day supervisors</b> – 'time out' where appropriate and Behaviour Record Slips to be completed and given to the class teacher
<b>5</b>	Behaviours including:- <ul style="list-style-type: none"> <li>• deliberate vandalism</li> <li>• racism</li> <li>• stealing</li> <li>• premeditated violence</li> </ul> <b>Bullying</b> <ul style="list-style-type: none"> <li>• picking on weaknesses</li> <li>• physical violence</li> <li>• racism</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>• Executive Head contact parents</li> <li>• Meet with child/parents and class teacher</li> <li>• Exclusion at lunchtimes</li> <li>• Fixed term exclusions</li> <li>• Permanent exclusions</li> </ul> <b>Mid-day supervisors</b> – child to be sent into a phase leader or HTL. Behaviour Records Slips to be completed and given to the class teacher.

All behaviour from level 2 onwards will be recorded in the class behaviour log

