

St Georges Church School and Nursery



Positive Behaviour and Relationship Policy

Written: September 2021

Agreed: October 2021

To be reviewed: September 2023

This policy is based on the Bath & Wells Multi Academy's model Behaviour Policy

1. Aims:

Our three main aims are for members of our school community to be:

Ready

Respectful

Safe

These aims are achieved by:

- Encouraging students to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- Providing a safe, happy and friendly environment which encourages everyone to achieve their own potential, through a desire for excellence, using challenging, active and creative personalised learning.
- Enabling staff to support children by providing them with strategies to manage their own behaviour.
- Maintaining a calm and purposeful working atmosphere.
- Ensuring that all children and adults have a sense of belonging, feeling safe, secure and valued.
- Providing a clear, fair and consistent approach to behaviour.
- Fostering, nurturing and valuing strong and healthy relationships.
- Ensuring that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Ensuring that there is complete consistency from all staff in the implementation of the policy.
- Establishing a consistent system of rewards and sanctions.

At St Georges, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) including

- Behaviour and Discipline in Schools.
- The Equality Act 2010 ☐ Use of Reasonable Force in Schools.
- It is also based upon SEND Code of Practice.

3. Principles:

- We follow three aims: Ready, Respectful, Safe. These aims are broken down with the children and regularly referred to. For example, "I've noticed that you are swinging on your chair. Please remember to keep yourself safe."
- Positive relationships between all members of our school community are at the heart of our practice.
- Children and adults have a sense of belonging, feeling safe, secure and valued.

- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathise with the feelings of others affected by one's own actions.
- Commitment to an equitable process.
- Active involvement of everyone in school with choices about their own lives.

4. Expectations:

It is expected that all members of our school community (children, staff, parents, carers, visitors and governors) will always act with courtesy and consideration to others.

- Movement around the school will be controlled, quiet and courteous.
- Everyone should be addressed politely and with respect.
- Everyone has the right to a sympathetic, supportive working environment.
- Everyone should work to promote a positive image of the school.

We expect all pupils to respect the feelings of others and to treat everyone as they would like to be treated.

We expect children to:

- Follow the three school aims: **Ready, Respectful, Safe.**
- Be respectful to one another, speak calmly and courteously.
- Do the simple things right – arrive in school on time, wear our school uniform with pride, bring the correct equipment for learning.
- Speak to an adult if they have any concerns.
- Work restoratively to avoid conflict and respect the right of others to be different.
- Listen to the views of others and accept their rights to hold those views.
- Respect the school building, facilities and equipment.

We expect that staff will:

- Follow the three school aims: Ready, Respectful, Safe.
- Be significant role models for pupils and peers.
- Encourage pupils to show respect for members of the community and the environment.
- Speak politely and calmly and respect everyone's personal space.
- Develop positive relationships with pupils, parents and colleagues.
- Treat all members of the community equally, fairly and consistently, meeting their individual needs.
- Praise the positive using verbal praise, pupil's name on the class recognition board, house points, Headteacher Awards, Class trophy, Dojo points.

We expect that parents and carers will:

- Follow the three school aims: Ready, Respectful, Safe.
- Work in partnership with the school staff to ensure that their child can achieve to the best of their ability.
- Respect school decisions and follow procedures within policies.

- Ensure that their child is in school on time, dressed in the appropriate uniform and has the correct equipment e.g., PE kit.
- Support their child with their learning at home.
- Support the school in modelling polite, calm and orderly behavior.
- Encourage their child to show respect for members of the school community and the environment.
- Work with the school to ensure their child follows the three school rules to be: Ready, Respectful, Safe.

5. Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Ready Respectful, Safe and their own classroom rules, if they have them
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

6. Praise and Sanctions

We always Praise in Public (PIP) and Discuss in Private (DIP)

We have in place a variety of praise systems to promote positive behaviour:

- Clear and concise expectations of behaviour will be described, modelled and encouraged throughout the whole of the school day to ensure that all children understand what is appropriate.
- Unconditional positive regard reinforced with all pupils and stakeholders at all times.
- Verbal and written praise from the class teacher or other adult in school for demonstrating good learning, effort or behaviour. This can be verbal and/or in the form of House or Dojo Points, Headteacher awards etc.
- Children who are asked to share their learning or who have been recognised for demonstrating our school aims brilliantly will be asked to share this with the Headteacher or Deputy and receive a Headteacher or Deputy Headteacher sticker/certificate which will also be presented in the Celebration Worship.

We understand that occasionally children will behave inappropriately for a variety of reasons. When children display this behaviour, there are several layers of consequences in place to support them to self-regulate their behaviour in a positive way. The context of the situation is to be always considered.

- It should be explained to the child that they have made a wrong choice, linking feelings about the behaviour choices and not the child.

- Children are not defined by an event. Mistakes are made and should be learnt from. Once a situation is dealt with it is finished and this needs to be clear to the child.

All staff will follow the stages agreed as a whole staff when discussing behaviour choices with a child. Using the language of Ready, Respectful and Safe at all times.

7. Rewards

Recognising good behaviour is a vital element in the daily efficiency of the school. Identifying positive behaviour and creating opportunities to raise self-esteem is much more effective than identifying poor behaviour and then creating regular opportunities to punish children at the school.

Verbal and Non-Verbal Praise	Praise – This can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for achievements. We must always make clear to the child why we are praising them. This not only makes them aware, but it also sends clear signals to other children.
Minor Privileges	These are given to recognise individual, group or class efforts.
Praise in Front of Peers/Stickers	Praising children in front of their peers is a central element in raising the self-esteem of children within the classroom.
Sent to another member of staff	Sending individual children to other members of staff, including the Headteacher, to be praised is a positive strategy. Raising their profile in a positive manner in other year groups will aid the creation of a positive atmosphere around the school.
Praise in Worship and Celebration assembly/Star of the Week certificate/Headteacher's stickers/Headteacher's Golden Awards/house points	Teachers will award a 'Star of the Week' certificate each week to a child who has tried hard and persevered with their learning or demonstrated good behaviour. Headteacher's Golden Award Certificates will also be awarded.
Public display of work	To raise the profile and self-esteem of children within our school, staff will publicly display the work of children. It has been agreed that the children in our school would really enjoy having their name placed on any work that is displayed in class or around the school.

All adults should have access to the rewards system and, to ensure that every child experiences some degree of successful recognition, a class checklist of main rewards needs to be kept and reviewed throughout the year.

Positive behaviour and self-esteem will also be effectively promoted through PSHE sessions within class. These will link directly with ongoing work and our 'Ready, Respectful, Safe' code.

8. Sanctions

For unacceptable behaviour, the following sequence will be used.

Praise - given to those children who are always showing appropriate behaviour in order to try to encourage a change in the unwanted behaviour demonstrated by others.

Non-verbal – signal or shake of the head, look etc. (the aim being to cause as little disruption as possible to learning. Positive second opportunity to do the right thing)

Verbal - a reminder of '**Ready, Respectful, Safe**' and clear discussion about what needs to happen to put the situation right to avoid possible sanctions. (Second opportunity to do the right thing).

Time out is the final action that results from poor behaviour following previous reminders. (Third and final opportunity to behave appropriately missed.) This may mean they spend time with another teacher, in another class. If this occurs this will be recorded on CPOMS. The teacher will contact the parents of the child, notifying them of the child's behaviour.

Examples of behaviour stages - EYFS/Key Stage 1

Verbal Reminder:

- I can see that you are choosing to
- I've noticed that...
- Remember the expectation for...
- This is what I'd like to see...

Leave quickly and find a child doing something positive

Verbal Caution:

- I can see you are choosing to...
- Can you remember when we had the last conversation and I asked for...?
- At the moment, I haven't seen that...
- If there is something you need to tell me or I can help with...

Pupil is moved within the class and/or to another class:

- You have chosen to...

SLT called for:

- Discuss behaviour choices with a member of SLT
- 2 involvements from the SLT - parents informed by Class Teacher
- After 2 involvements from SLT – class teacher to discuss with SENCO
- A restorative conversation will happen and the incident logged on CPOMS (internal monitoring system).

Refusal to work with SLT - parents called.

Examples of Behaviour stages - Key Stage 2

Verbal Reminder:

- I can see that you are choosing to
- I've noticed that...
- Remember the expectation for...
- This is what I'd like to see...

Leave quickly and find a child doing something positive

Verbal Caution:

- I can see you are choosing to...
- Can you remember when we had the last conversation and I asked for...?
- At the moment I haven't seen that...
- If there is something you need to tell me or I can help with...

Pupil is moved within the class and / or to another class:

- You have chosen to...

Remain behind at the end of the lesson for 5 minutes to discuss behaviour choices

SLT called for:

- Discuss behaviour with a member of SLT
- 2 involvements from a member of SLT - parents informed by Class Teacher
- After 2 involvements from SLT – class teacher to discuss with SENCO
- A restorative conversation will happen and the incident logged on CPOMS (internal monitoring system).

Refusal to work with SLT - parent called.

For all children, for any of the following:

- Use of offensive language
- Use of physical violence towards others or property
- Use of threatening/intimidating behaviour towards others
- Deliberately spitting and/or coughing at someone

SLT will be involved straight away and parents informed

Playground Stages:

- 1) Verbal warning
- 2) Verbal caution
- 3) Stand near adult for 2 minutes
- 4) Refusal to stand by adult - SLT called for

5) EYFS/KS1/KS2 – class teacher informed

9. Serious Incidents

Some behaviour may be considered so serious that it warrants referral to the Deputy Headteacher or Headteacher.

Serious incidents may include: -

- Physical, mental, or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Peer on peer abuse
- Physical assault and acts of violence towards another child or adult
- Persistent and sustained verbal abuse
- Racist or homophobic incidents
- Extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others are seriously at risk
- Leaving the school grounds without permission

Where an incident has not been witnessed by an adult, all children involved are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage, the parents will be contacted.

Children may be excluded from planned visits due to their behaviour.

The child may be asked to work away from their peers in a supervised, quiet area

The child may need to be placed on the following disciplinary code.

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.
2. An interview between the Senior Leader and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time for these reports will be negotiable.
3. If all the above measures fail, and another serious incident occurs, then the Senior Leader, in consultation with the Governors, Local Education Authority and outside agencies, may apply a fixed term or permanent exclusion (see Trust Exclusions Policy).

10. Children Beyond

Occasionally some children may not respond to normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this the SENCo will be involved as well as External Agencies. His/her parents will be involved in agreeing the Individual Support Plan, which will be consistent with the principles and practices within this policy.

11. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
 - Hurting themselves or others
 - Damaging property
- Incidents of physical restraint must:

This strategy will always be used as a last resort and will follow safe handling and TEAM TEACH principles.

- Incidents of physical restraint must be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to parents and recorded to inform the Local Authority (Bound and Numbered Book/EEC Live)

Key staff will be trained to use safe handling principles of physical restraint.

12. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

13. On-going Behaviour Monitoring

The SENDCo and Pastoral Lead will monitor behaviour logs and CPOMs behaviour data termly in order to analyse any trends in individual pupil's behaviour. They will also liaise with teachers to keep a record of individual strategies (e.g., sticker charts) used in the classroom. Together this data will be used to help enhance transition and target pupil support.

14. Pupil transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15. Peer on Peer Abuse including Bullying

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Please see separate Anti-Bullying Policy school's approach to this issue.

16. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of continuing professional development

17. Monitoring arrangements

This Positive Behaviour and Relationships policy has been written in order that we can manage the behaviour in our school in the best possible way and for the good of all who work in the school whether staff or pupils. If it is to be effective everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour. It will be reviewed by the headteacher and Local Governing Committee every 2 years.

18. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti-Bullying Policy
- Online Safety (eSafety) Policy
- Relationships education, relationships and Health Education Policy

Appendix 1

Restorative approach:

Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

This school use restorative approaches to encourage everyone to take responsibility for their behaviours. This approach starts with a restorative enquiry, if conflict arises, over low-level issues i.e., friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

When using restorative questioning the following questions will be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what happened?
- Who was affected?
- How were they affected?
- How can we put this right?
- What can be done differently next time?

Format of the restorative process

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters RE: Safeguarding. If something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people.

Exclusions for unacceptable behaviour:

Some poor behaviour may develop into a pattern of persistent and sustained incidents and/or present as significant and entirely unacceptable behaviour within the school community. The incident will be logged, and the procedural requirements of the national Exclusions Policy will be applied. This may result in a fixed term exclusion from the school site where the situation can be managed within the school community. Where there is a clear and sustained breach of the Positive Behaviour and Relationships Policy, or where there is an identified risk to children or staff, a permanent exclusion and potential removal from the school roll may result. The following behaviour is identified as unacceptable within our school community:

- Physical, mental, or cyber bullying of another child or an adult.
- The carrying or use of an offensive weapon or object with the potential to harm.
- Physical assault and acts of violence towards another child or adult.
- Persistent and sustained verbal abuse.
- Racist or homophobic incidents.
- Extortion of money or belongings and gambling.
- Destructive activity resulting in damage to property or belongings.
- The carrying or distribution of a drug recognised as harmful.
- The safety and learning of others are seriously hindered.

