

Elworth C of E Primary School



Relationships and Behaviour Policy

Date:	September 2022
Review Cycle:	2 Yearly
Reviewed By:	Mrs S Buckley
Approved By:	Mr N Garratt
Next review date:	August 2023
Nominated Governor:	Mr B Pitt

The School Vision statement: *'Love God, Love Learning, Love one another' (Matt 20:22-24)*

Aims of the Policy

The aim of our Relationships and Behaviour policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

At Elworth CE we believe that this will empower children to play a positive and responsible role not only in our school but also in the wider community.

Our policy aims to:

- Promote a safe and secure environment where children can learn and develop.
- Create a positive school ethos where relationships between all stakeholders are highly valued.
- Create a culture of exceptionally good behaviour for learning and for life.
- Ensure that all children are treated fairly and shown respect
- Recognise, with support, pupils can change their behaviour.
- Educate children to take control of their own behaviour and be responsible for the outcome.
- To build a school community which respects others and values kindness, care, obedience and empathy.

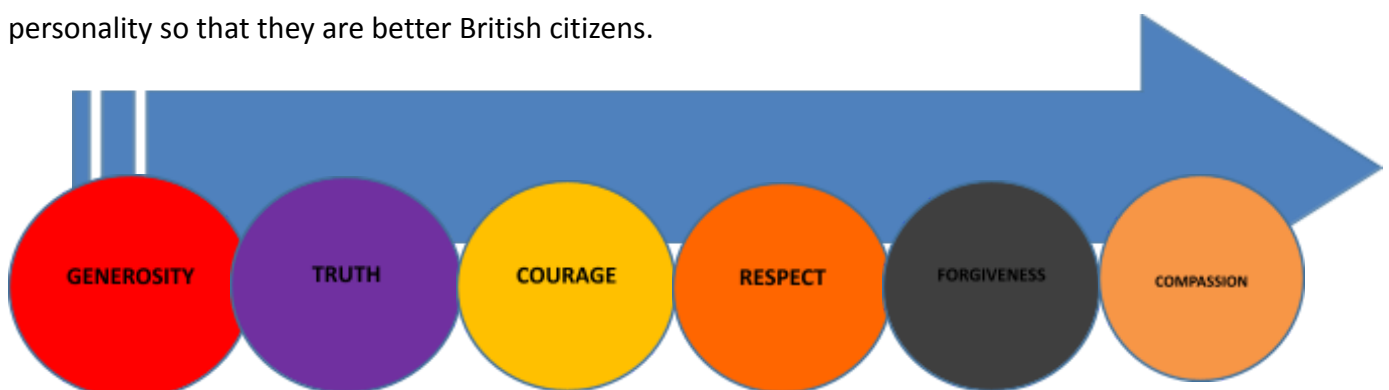
Purpose of the Policy

To provide simple, practical procedures for staff and children that are to:

- Promote self esteem and self discipline
- Recognise good behaviour
- Teach appropriate behaviour through positive interventions.

Our Christian Values:

Throughout the school year there are many learning opportunities which are underpinned by the focus on our core Christian values. This provides experiences for the children to develop in character and grow in personality so that they are better British citizens.



Our Mission:

At Elworth CE we help everyone to encounter and appreciate the love of God the Father, the Son and the Holy Spirit. When Jesus was asked what the most important commandment was he replied, 'to Love God the Father...and to love your neighbour.' Good relationships are at the centre of life at school and are at the heart of successful learning. Love is the fundamental value which underpins this. Christian values help all children understand how to make good and healthy relationships.

Every member of staff is supported and encouraged to build strong and caring relationships with every child. This happens because every adult appreciates that this is the very best way to help children fulfil their full potential; in an environment of inclusion and kindness, where everyone is valued equally. Children are equipped with the knowledge and skills to succeed through outstanding learning opportunities. Adults are role-models to all children; they enthuse them through excellent relational teaching, providing lessons which are fun and engaging. Christian values help all adults and children to develop a strong moral compass; helping them to make good decisions and encourage others.

At Elworth CE we work in partnership with parents to achieve a shared approach and consistent messages between home and school to support their child's emotional and behaviour and development. Parents are asked to sign a Home School Agreement when enrolling their child at the school. The expectations are that parents adhere to the agreement and support the actions of the school.

School Behaviour Curriculum

Our School Rules

At Elworth, we have three school rules.

- **Be Ready** - to be ready to learn
- **Be Responsible** - to be responsible for your words and actions.
- **Be Respectful** - to respect yourself, others and the environment.

The behaviour culture at Elworth, is exemplified by the four statements below.

- 1. Wonderful Walking**
- 2. Lovely Listening**
- 3. Terrific Talking**
- 4. Super Sitting**

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression."

(Paul Dix, Pivotal Education)

How do we achieve this?

At Elworth CE we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Every adult works hard to be consistent- consistent in their praise, consistent in their manner, consistent in their approach. When a child behaves positively in a learning environment the teacher will praise and reward them. Praise is a key part of each teacher's tool kit. It sets the standards, raises expectations, makes attainment aspirational but reachable and gives children the clearest indication of what is being looked for from every learner. This encourages all children to be the best they can be in every lesson. Everyone is expected to maintain the highest standards of personal conduct, to be ready to learn, to show respect and to accept responsibility for all aspects of their learning. Emotion coaching is used to support children to understand, regulate and reflect on their behaviour. Our behaviour policy guides all stakeholders; not just teacher to child but also adult to adult and child to child relationships.

Recognition and rewards for effort

We recognise and reward learners who go 'above and beyond'. We recognise the use of praise is key to developing positive relationships and behaviour.

Our strategies for recognising positive behaviour

1. Star of the Day- certificate sent home daily
2. Hot Chocolate club- certificate sent home weekly
3. Merits to be presented during the celebration Assembly
4. Headteacher award for any outstanding acts of Behaviour and Achievement
5. DOJO winners
6. Accelerated Reader winners
7. Christian Values awards- termly
8. Individual Responsibilities

Our aim is to notice our pupils trying their best and reward them as frequently as possible to enhance their self-esteem. We ensure praise is personal, specific and genuine.

Our Seven Steps to Excellent Behaviour:

In order to maintain our positive ethos and provide opportunities for children to make the right choices about their behaviour we follow our 'Seven steps to excellent behaviour'.

- 1. Recognition and Reward for effort-** high praise and positive forecasting
- 2. Redirection-** pre-empting, non-verbal signs, proximity praise, redirection , small act of kindness, positive forecasting, tactical ignoring, emotion coaching, coaching strategies e.g. deep breaths, positive self talk, behaviour plans

3. **Reminder** of the expectations - Rule reminder '**To be Ready, To be Respectful, To be Responsible To be Resilient**' to be delivered privately wherever possible, making the learner aware of their behaviour.
4. **Caution** to be delivered privately to make the child aware of their behaviour and the consequences if they continue. The child is given the choice to do the right thing. The child is reminded of previous good behaviour to prove they can make good choices.
5. **Thinking Time (Regulation Station)** An opportunity for the child to reflect and regulate their behaviour and emotions. Some children will need support to self-regulate. The teacher finds the next positive opportunity to praise the child for becoming ready to learn.
6. **Consequences** If behaviour continues or escalates following thinking time, then consequences will be used. Consequences should be natural and logical e.g. tidying up/ cleaning up, loss of a privilege, loss of free play, activity removed.
7. **Reflection and Repair Time-** In some instances, the child may need reflection time. Reflection time is to take place at their next available free time - playtime/ lunchtime. When the child is ready a member of staff will reflect on the child's behaviour with the child in an age appropriate manner.

Senior Management Involvement - In some circumstances pupils actions will immediately result in senior management involvement see 'Behaviour Causing Concern'. In all circumstances parents/ carers will be contacted.

Behaviour Causing Concern:

- There are two main types of behaviour incidents: firstly, learning behaviour which falls below the required standards and follows the steps listed above and secondly, unsafe behaviour which can lead to others being hurt.
- When the safety of others is compromised then it is reported to the SLT. This will result in an immediate meeting between parents and class teacher supported by the phase leader. If there is a significant incident or multiple incidents in any half term then a meeting between SENCO and parents takes place. Often this will lead to a behaviour plan, a referral to outside agencies for support, regular meetings with parents and a personalised timetable.
- Any behaviour incident occurring in lessons is dealt with by the teacher/ TA at the next breaktime. Children will be given the opportunity to reflect, recount and respond in a pictorial/ written format. Until this has been achieved the incident is still live. (Restorative justice is at the heart of the reflection process.) The adult in charge of the reflection time will help the child to reflect effectively on the incident and help lead them to a positive outcome.

- Any lunchtime incident will be dealt with by the MDS and then reported to the member of the SLT on duty. Incidents will be logged on CPOMS. SLT to advise class teachers whether parents are contacted to let them know what has happened.
- Some children have SEN and will have bespoke behaviour systems and plans- these are written by the learning mentor, SENCO and class teacher. Their behaviour will be managed differently using a plethora of appropriate tools and resources to aid development and improvement
- In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However the school does and will exclude pupils in extreme cases of abusive or violent behaviour (not accidental but predetermined) towards staff or children.
- It is our ethos that we will make provision for a child to achieve socially and emotionally but when in spite of this behaviour is unsafe and violent and prevents the education of others, fixed term or permanent exclusions may apply (link to exclusion policy).

Prohibited Items

At Elworth CE Primary School we do not have a definitive list of banned items. However, items deemed as dangerous which could cause harm to pupils, staff and property are strictly forbidden.

Poor behaviour beyond the school gate

Schools are empowered to tackle behaviour beyond the school gates. For example, during an off-site visit or when the child is wearing our school uniform or is in any other way identifiable to our school. At Elworth, should these rare instances occur, we will follow the guidance in this behaviour management policy.

Equality Act 2010

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be adhered to.

As a school, Elworth CE Primary cannot unlawfully discriminate against pupils because of their sex, race, disability, religion/ belief or sexual orientation. The Equality Act makes it unlawful for the responsible body of our school to discriminate against, harass or victimise a pupil in the way it provides education for its children or how it deals with negative behaviour.

We recognise that there may be rare occasions when a pupil's behaviour is of significant concern and the right course of action, in line with their behaviour, is an exclusion. The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher has responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are only taken after the Chair of Governors has been notified. The Governing Board and Head Teacher at Elworth CE follows the guidance in Section 3 of the DfE's 'Exclusions from Maintained Schools' September 2017 with particular reference to 'a guide to the law.'

Bullying

Children can abuse other children. This is generally referred to as 'child-on-child abuse' and can take many forms.

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.'

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">· Racial· Faith-based· Gendered (sexist)· Homophobic/biphobic· Transphobic· Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, upskirting
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
----------------	---

It may involve one incident but is more likely to be spread over a period of time. In both incidents a positive response is required. All staff employed at the school will work together to ensure a zero tolerance of child on child abuse through a spirit of love, kindness and forgiveness.

This form of abuse will not be tolerated at Elworth CE and will be dealt with accordingly in line with our Child Protection and Safeguarding policy.

All staff treat all forms of child on child abuse seriously, and seek to prevent it taking place. All incidents will be taken seriously and dealt with impartially and promptly. All those involved will have the opportunity to be heard and will be supported whilst the incidents are investigated and resolved.

The following procedure outlines the steps to be taken in response to child on child abuse allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim feels safe.
3. Appropriate advice will be given to help the victims.
4. Staff will listen and speak to all children involved, separately.
5. The problem will be identified and possible solutions suggested.
6. Appropriate action will be taken to quickly end the child on child abuse or threats of abuse.
7. Appropriate consequences and sanctions will be applied.
8. In cases of serious child on child abuse, the incidents will be dealt with and recorded appropriately. Parents will also be informed and invited to come into school to discuss the incident.
9. The procedures will be reviewed regularly in staff and governor meetings.

Strategies to combat child-on-child abuse

Whole school and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for child-on-child abuse to occur. These may include:

- Embedding the school rules, particularly the value of respect.
- Ensure child on child abuse is reflected in the school aims and values and the classroom rights and responsibilities.
- Raising awareness through regular anti-bullying themed assemblies and anti-bullying week.
- Use of drama and role play to help children to become more assertive and teach them strategies to help them deal with bullying.
- Use of the school's positive behaviour management policy to reinforce good behaviour.

Advice for Parents

Parents who may be concerned that their child might be subject to child-on-child abuse should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Head teacher. Parents have a responsibility to support the school's behaviour policy, actively encouraging their child to be a positive member of the school.

Here are some things you could do:

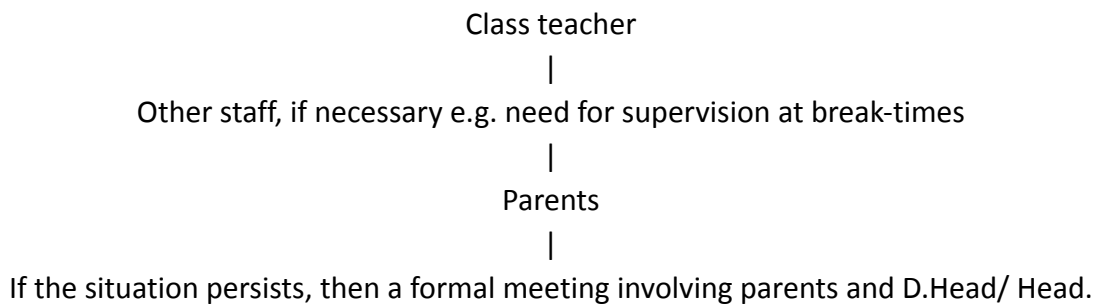
Discuss friendships, how playtime was spent and the journey to school.

Keep a record of incidents who, what, where, when.

With an appointed member of staff, devise strategies - places, people and avoidance.

Encourage son/daughter to tell an adult.

Procedures in Elworth School



At this stage, then a written warning with other disciplinary measures would be put in place. Depending on the severity of the incident an exclusion may be considered if necessary (See exclusion policy). The involvement and/or support of the Governing Body might be expected in this situation.

Child on child abuse is the *persistent* hurting or intimidating of others, physically or emotionally. It is unacceptable and will not be tolerated.

- All staff should be vigilant to ensure that child on child abuse is not taking place.
- Offenders will be dealt with using the sanctions above.

Roles and responsibilities

The Governing Board

Reviewing and approving the written statement of behaviour principles.

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy's effectiveness

Holding the headteacher to account for its implementation

The Headteacher

Reviewing this policy in conjunction with the governing board

Giving due consideration to the school's statement of behaviour principles (appendix 1)

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring that the policy is implemented by staff consistently with all groups of pupils

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Teachers and staff

Creating a calm and safe environment for pupils

Establishing and maintaining clear boundaries of acceptable pupil behaviour

Implementing the behaviour policy consistently

Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

Modelling expected behaviour and positive relationships

Providing a personalised approach to the specific behavioural needs of particular pupils

Considering their own behaviour on the school culture and how they can uphold school rules and expectations

Recording behaviour incidents promptly

Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Get to know the school's behaviour policy and reinforce it at home where appropriate

Support their child in adhering to the school's behaviour policy

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

The expected standard of behaviour they should be displaying at school

That they have a duty to follow the school rules

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

The needs of the pupils at the school

How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Positive Handling

Linked Policies and Legislation

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

It is also based and should be read in conjunction with the following school policies

[Child Protection and Safeguarding Policy 2022](#)

[SEND Policy 2022](#)

[Exclusion Policy](#)