

Behaviour and Relationships Policy



As a Church school, we believe each person is made in the image of God. We strive to reflect the love of God, love of life and love of learning in all that we do.

1. Aims

Our aim is to foster the intellectual, emotional, social and spiritual development of all our pupils. We believe that children need a caring, consistent environment where they are treated with respect and where their well being is seen as paramount. We have high expectations of our pupils.

2. Rationale

This is a whole school approach to positively managing behaviour, whether in the classroom or playground, at break times and lunch times. Expectations are clear. Pupils should see the procedures being fairly and consistently applied. The rules and consequences must be explained and demonstrated as appropriate. Behaviour strategies will be taught in line with the teaching of the PSHE curriculum. Staff provide positive role models by demonstrating respectful attitudes towards others. They must also be displayed in the classroom and around the school as agreed.

3. Equal Opportunities

We achieve equality of opportunity by ensuring the behaviour policy is applied fairly and consistently for all pupils. We aim to monitor outcomes to ensure that individuals or groups are not put at a disadvantage. We, however, recognise some pupils may have specific difficulties following the procedures of rules, rewards and consequences and seek to meet their special needs. We will ensure that there are measures in this policy that aim to deal with all forms of bullying including bullying related to: race, religion and culture; homophobic bullying; bullying of pupils with SEN or disabilities, sexist or sexual bullying and cyberbullying . (See Anti-bullying policy & Safeguarding Policy)

4. Parental Involvement

We recognise, encourage and welcome positive partnership between parents and the school in supporting pupils to achieve high standards by working together and behaving appropriately.

a) How parents can help pupils and the school

- i. Let your child know you support the school's expectations.
- ii. Help your child to follow the school rules. Never tell him/her to threaten, hit or to get others to do it for them.
- iii. Discuss the importance you place on them having a good attitude to learning and behaving well.
- iv. Discuss the Home / School Agreement with your child. Explain why and what standards of behaviour you would like them to achieve.
- v. Expect and encourage your child to give their best in all activities so that they become confident, enthusiastic and independent.
- vi. Work in partnership with the school if they contact you to express concern.
- vii. Praise your child's achievement in all areas of the curriculum..

- viii. Follow the correct procedure if your child has a disagreement with another pupil. Do not approach other pupils or parents. See your child's teacher or the head or deputy.

b) How parents are informed about the school's policy

- i. Home/School Agreement
- ii. School brochure
- iii. Behaviour policy available on the school's website
- iv. Reminders in the school newsletter or letters home from teachers
- v. Parents' meetings

c) How parents know about the behaviour of their child

- i. Informal discussions between parent and teacher, a note or a phone call
- ii. Formal appointments
- iii. Formal communication via letter or phone call from teacher/ head/deputy
- iv. Parents' appointments
- v. Annual reports
- vi. Weekly celebration assembly for outstanding learners and outstanding attitudes to school.

d) How parents can express concerns

- i. All concerns should be directly addressed to the school, not to pupils or their parents.
- ii. Discussion with teacher

5. St John's and St Clement's School Rules

Our Behaviour Policy is firmly rooted in the five Foundation Rules and Behaviour Expectations.

The five Foundation Rules are:

1. Follow adult instructions
2. Keep your hands, feet and objects to yourself
3. Be kind, considerate and polite
4. Move sensibly and safely around the school
5. Take care of the school and its environment

Behaviour expectations

1. A commitment to learning.
2. Self-control and self-motivation.
3. Follow adult instructions.
4. Take responsibility for your own behaviour.
5. Thoughtfulness and respect for other people's opinions, culture and property.

7. Rewards

For recognition of effort, product and learning behaviour, ***above and beyond the basic expectations*** we use a rewards system, which involves the following:

- Verbal praise
- Approval by other staff and the Head Teacher (either by individual praise or by a member of the senior leadership team coming to the classroom for whole class praise).
- Individual teacher reward system for each class, group or individual (teachers to take from a list of options in Appendix xx).

- Certificates / cards that can be taken home.
- Encourage children to acknowledge/value each other's contribution/achievements.
- Invite parents to share regularly individual children's achievements.
- Giving children positions of responsibility around the school (including mentoring).

For those that find the foundation rules and behavior expectations difficult, rewards will not be used as an incentive. Evidence demonstrates that if they are used and work, this will only be in the short-term and/or until the incentive is removed. Also, incentives can often distract children from behaving appropriately and accepting adult authority.

8. What behaviour is unacceptable?

Unacceptable behaviour comes in many forms. This list outlines some of the most common:

- 1. Not following an adult's instruction** – whether teacher; support; lunchtime or office staff, children are expected to follow adult's instructions (whether this is in the classroom; playground or any other part of the school).
- 2. Disruptive behaviour** - This may be persistent talking; shouting; diverting the attention of other children and any behaviour that stops or inhibits class learning. Also, more extreme forms including fighting or unsafe behaviour.
- 3. Fighting** - no person is allowed to physically hurt or injure another with the intention of causing harm.
- 4. Swearing** - Rudeness, swearing, abuse and other inappropriate language to any other children or member of staff.
- 5. Bullying (See Anti-bullying Policy)** - Teasing, name-calling or physical abuse of any other person.
- 6. Unsafe behaviour** – this includes the misuse or breaking of equipment, playing in an aggressive or unsafe manner (for self or others) and taking equipment from another children without asking.

9. Response to negative behaviour

The vast majority of children at St John's and St Clement's behave well, most of the time. Some children need a reminder of what behaviour is acceptable and what is unacceptable.

At the beginning of each academic year, teachers will make explicit their expectations of classroom behaviour. Some children will have times where they do not adhere to school expectations and a distinction will be made between how a teacher responds to occasional and regular unacceptable behaviour. This does not mean that a child who has an off day will not be dealt with the same as all others, but a child who seems to be in a habit of unacceptable behaviour will be addressed differently.

For the very rare occasions when these steps do not work, we will use outside agencies and fixed term or permanent exclusions.

10. Playtimes and lunchtime

Positive play will be modelled by lunch time assistants and children.

While the same behaviour expectations are in place for playtimes and the playground, procedures are slightly different. Playground staff will generally try to help children resolve any problems in a fair way, encouraging them to take responsibility for their behaviour. When there is negative behaviour the following procedures will apply:

- Step 1 A verbal warning

- Step 2 If behaviour is repeated, the child will have time out (five minutes).
- Step 3 If the behaviour persists the child's name will be written in the Playground behaviour book and the classroom teacher notified.
- Step 4 If the problem continues (regularly and over two weeks), the child will be withdrawn from the playground until they are able to stay within the rules (this will be the decision of the senior midday supervisor and a member of the Senior Leadership Team). The senior midday supervisor will review the book at the end of each week for regular entries.

Persistent negative lunchtime behaviour will be dealt with at the head teacher's discretion.

Fighting

Any fight will result in a child being removed from his / her class for the rest of the day, as well as having lunchtime removal from the playground. Parents will be informed. Repeated fighting will result in a formal exclusion.

When to involve the Senior Leadership Team

The following will be dealt with by the classroom teacher, unless the behaviour is persistent:

1. Not following an adult's instruction
2. Disruptive behaviour (such as talking, shouting, diverting the attention of other children or teachers, and any behaviour that stops or inhibits class learning).

The following will be dealt with by a member of the Phase Team Leader or a member of the Senior Leadership Team:

1. Repeatedly not following an adult's instructions
2. Repeated disruptive behaviour (as above)
3. Fighting
4. Swearing
5. Bullying (See Anti-bullying Policy)
6. Unsafe behaviour

12. More challenging behaviour

If a particular behaviour incident is deemed unacceptable by a member of staff, stages can be jumped. The positive reinforcement of good behaviour will continue to support the pupil to change their behaviour during the application of these consequences. Pupils will be reminded constantly that they have choices about their behaviour. Each new day will mean that the consequences begin again and nothing is carried over from one day to the next. If a pupil is going through these consequences rapidly in one day or frequently over several days, a meeting with the pupil's parent/carer will take place..

13. Legal Considerations Associated to Behaviour Holding, Restraining and Touching of Children

Guidance will be followed and only used when children are endangering others and / or themselves. Use of reasonable force further information can be found in the Holding, Restraining and Touching school policy.

14. Reporting incidents of Bullying

St John's and St Clement's has a zero tolerance approach to any forms of bullying and these will always be dealt with promptly and severely. In serious cases this type of bullying may also lead to exclusion of children from school. Further information can be found in the Anti Bullying school policy.

Policy Review Procedures

Teachers, children, support staff, and governors will be consulted at a minimum every two years on this policy. At each review the number of exclusions will be considered, and if necessary, other strategies introduced.

Policy History

This policy was agreed on 27th June 2017 and will be reviewed every two years.

Signed



Chair of Governors

Date: 27/6/17

Signed



Headteacher

Date 27/6/17

Appendix 1

When a child does not follow the foundation rules and behaviour expectations, there are a number of steps that teachers will follow, after usual classroom management procedures are implemented such as the teacher / other adult repeating the instruction directly to the child. This may then be followed by a reminder of the expectations if the behaviour is not corrected.

If the behaviour still falls below the expected standard then the following steps will be taken:

Step 1: Verbal warning with reminder of consequence

Step 2: Time out in class

Step 3: Time out to complete work in a parallel class and their name recorded in the class behaviour book.

Step 4: Time out with the phase leader

Step 5: Time out with Senior Leader – parents will be contacted.

Appendix 2

School behaviour approach

As a school, we expect children to respond to adult authority positively. We aim for teachers to spend 95% of the school day on learning. This requires teachers to deal with any behaviour issues quickly and usually within the classroom.

There are some important changes in approach implicit in this policy, they include:

1. Behaviour separated from incentives and punishment (as much as possible).

There is strong evidence that incentives and punishment are not effective in changing behaviour of those children they are most likely to be used with.

The problem with both (incentives and punishment) is that if they are too closely associated with behaviour, when they are withdrawn, the unwanted behaviours too often return. There is also evidence that children who are primarily externally driven (with incentives and punishment), are less intrinsically driven, which often leads to another set of difficulties of poor motivation and low learning resilience.

See for example: Martin, A. (2003), Boys and motivation. The Australian Educational Researcher, vol. 30, no. 3, 2003, pp. 43-65. Kohn, A. (1999) Punishment by Rewards, Houghton Mifflin, New York, 1999.

While rewards and sanctions will be used in St John's and St Clements, high expectations; teacher authority and other strategies will primarily be used to draw out the expected learning behaviours.

2. Rewards and sanctions will mainly be used to acknowledge and encourage learning.

They will not be used to reward behaviour that is below the general expectation. Evidence suggests that even if rewards and sanctions are beneficial in the short-term, they usually fail in the longer term.

3. To replace the common school-based approaches of punishment and incentives, teachers are expected to use a series of approaches that rely more on clarity of instruction and delivery. a. So for

example teachers are expected to give instructions as directly as possible, without added commentary; coded language or emotional content. "Everyone to the carpet please" and not "now yesterday we took about 10 minutes to get ourselves settled on the carpet, can we try to do better today please" (with added commentary); "Amelia and Cameron were so good coming to the carpet, will I have more children today" (commentary and coded) and "I hope no one is going to disappoint me coming to the carpet today" (emotional language). Direct also means a clear instruction "do your writing" rather than an invitation "is it time to do some writing?" or an indirect instruction "you need to do your writing". For the children that struggle with instructions and communication generally it is even more important to make sure the instruction is as direct and clear as possible.

b. Another approach to ensure that children are clear about expectations is the tone used by the teacher / adult. Firm tone, few words, slower delivery and face to match the voice. Most children that hear this tone will respond, especially when the instruction is clear and short. This does not involve shouting (firm means assertive); high emotion (which usually results in getting an emotional response from the child); talking too quickly (which usually leaks emotion into what is being said) or sarcasm (again usually conveying too much emotion).

Teachers are encouraged to practice these approaches and can be coached if requested.

Appendix 3

Procedures for classroom management

The teacher / other adult will repeat the instruction directly to the child. If the instruction is still not followed the adult will give the instruction with a firmer tone; as fewer number of words as possible and calmly (to indicate to the child their non-compliance is not acceptable). Adults are encouraged not to add any incentive or punishment (golden time or loss of play), but rely on their adult authority.

The teacher may also mention this to the parent / carer in an informal way at the end of the day. See Appendix for a brief outline of the general approach to be used.

Reminder of the expectations if the behaviour is not corrected. If the more informal approach does not work then the child is given a reminder of the expectations.

Step 1 Verbal warning.

Step 2 Time out in class.

Step 3 Name in the class behaviour book, and time out in a parallel class to complete their work

Step 4 If a child is recorded in the class behaviour book twice in a week, they will see the Phase Team Leader.

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Step 5 If the behaviour persists (for more than two weeks) them parents will be contacted, and a Plan put in place to change the behaviour.

For almost all children in St John's and St Clements steps 1-3 will be effective in reminding them what behaviour is acceptable and what is not. For the very small number where steps 1-3 do not work effectively, steps 4 and 5 will apply, and part of the Senior Leadership Team's role will be to find out why the behaviour is happening. If the behaviour persists, parents will be contacted and a Plan introduced. This will involve assessing the skills a child will need, to enable them to stay within the behaviour expectations and a series of steps to get them there.