Relationships and behaviour policy

Be responsible,

be respectful,

be kind.

Approved by:	Curriculum Committee
Agreed on:	11th May 2022
Next review due by:	11th May 2023

1. Introduction

At Arnett Hills JMI School we are preparing our children to live and thrive in a society which offers a common vision and sense of belonging which embraces everyone who is part of that community; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Staff here believe that all behaviour could be an unmet emotional need. We believe in the saying that 'relationships are not built in a day but are built daily'. We believe in kindness. We believe in restorative practice and allowing children into our calm and not joining them in their chaos.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to be truthful, maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

2. Aims

To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.

Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.

By creating a safe, sensitive, and supportive ethos, we want all children to be happy and confident with each other and in their work.

To establish a partnership approach which draws on all those involved with the school.

To provide systems which promote positive behaviour and which support all members of the school community.

To recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)

Our aim is to use Zones of Regulation to help children identify ways in which they can recognise and manage behaviour and feelings

To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures

To behave in a non-biased way

3. Our practice

Our pupils and staff are considerate of each other, our surroundings and always strive to behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward.

We use Zones of Regulation in each class. We teach children to recognise emotions and feelings. We teach children simple strategies to help regulate themselves, identify when they have a feeling and when they may come up with a solution. Individual children may have their own personalised Zones of Regulation chart.

We believe that children achieve best when there is a partnership between home and school, and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We strive to avoid:

• humiliation – it breeds resentment;

• shouting – it diminishes us;

• over reacting – the problem will grow;

· blanket punishment – this is unjust towards the innocent;

• harsh sarcasm;

• threatening children with someone else's discipline;

• using an area of the curriculum as a punishment (e.g. extra maths or no P.E.)

As part of promoting positive behaviour and providing positive role models, pupils are encouraged to take on responsibilities within their class and across their school. These include, but are not limited to: • School council / eco-team representatives

• Playground leaders

• Classroom and school wide monitor jobs

In additional to the above, we believe that some children need additional support with their behaviour and a more personalised approach. These may include but are not limited to attachment time with relevant members of staff, personalised reward systems, nurture groups, social groups.

4. Roles and responsibilities

The governing body

The Curriculum Committee will review this Relationships and Behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher will ensure that the school environment encourages positive behaviour and that staff support children with their behaviour needs.

Staff

Staff are responsible for:

- Implementing the policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS in a swift manner, ensuring details are factual and non-judgemental
- Keeping the senior leadership team informed on behaviour incidents / concerns.
- Following the hierarchy of escalating behaviour concerns (see Appendix 1)

Parents/carers

Parents are expected to:

- Support their child in being responsible, respectful, and kind
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Not threaten children with someone else's discipline
- Ensure their child is adhering to the pupil code of conduct
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or on social media

5. Pupil code of conduct

In order that the school community runs smoothly, pupils are expected to:

- Show respect to each other, members of staff and visitors
- Behave in a way that enables all pupils to learn
- Move around the school in a calm and appropriate way

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Comply with sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or on social media

6. Praise, reinforcement and consequences

We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards which are:

- Praise
- House points (a whole school system which unites pupils across different year groups. House points can be given for a number of reasons – please see examples in Appendix 3)
- Conversations with and to parents/carers either face to face or by email / telephone call
- Reward certificates
- SLT rewards
- Rewards through personalised class systems – raffle tickets / marble jar / fishbowl / WOW cards and chart

Consequences

(Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, sporting fixture or on the way to or from school or at an external school club.) The school may use one or more of the following consequences in response to unwanted behaviour:

- A restorative conversation (Appendix 4)
- A clear, verbal reprimand and expectation of subsequent behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges or responsibility
- Loss of representing the school e.g. at a sporting fixture
- Referring the pupil to a senior member of staff (see Appendix 1)
- Phone call home to parents (follow up email)
- Agreeing a personalised system for behaviour monitoring
- Any significant behaviour incident could lead the school to follow HCC guidance on exclusion. Such an incident might be, but not limited to, behaviour that: seriously hurts / could hurt / threatens or has the potential to hurt a member of staff or seriously damages property,
- Behavioural incidences are logged on CPOMS and a repeated concern for behaviour would be escalated by the class teacher to the next member of staff (see Appendix 1)

7. Physical restraint

In very few circumstances, staff may restrain a pupil to prevent a significant threat to themselves or others

Incidents of physical restraint must:

- **Always be used as a last resort**
- 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 recorded on CPOMS by the member of staff that dealt with it and reported to parents

8. Confiscation

Any prohibited items found in pupils' possession will be confiscated (Appendix 6). These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9. 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.

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

The school recognise that some children require support to adhere to this policy. Where appropriate support will be in place and advice sought from external professionals. 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.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions 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.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Curriculum Committee every two years. At each review, the policy will be approved by the Headteacher.

12. Links with other policies / documents

This behaviour policy is linked to other policies including, but not limited to:

- Safeguarding policy
- Anti-bullying policy
- Allegations of Abuse Against Staff policy
- Safeguarding Principles
- DfE Keeping Children Safe in Education 2021

13. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- The Equality Act 2010
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- DfE guidance explaining that maintained schools should publish their behaviour policy online

Appendix 1: Hierarchy of escalating behaviours

1. Initial concerns – dealt with at a class level
2. 3rd concern over a short period of time – inform the parent – ensure all incidences are recorded on CPOMS
3. Continuation of unwanted behaviour – child to have a discussion with staff member from buddy class
   KS1 - Reception to Year 1, Year 1 to Reception, Year 2 to Reception
   KS2 – Year 4 to Year 3, Year 6 to Year 5, Year 3 to Year 5, Year 5 to Year 3
4. Continuation of same behaviour – discussion with Deputy Headteacher
5. Continuation of same behaviour – discussion with Headteacher

Appendix 2 - Behaviour management

Classroom management

Teaching and support 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 pupil code of conduct
- Develop a positive relationship with pupils, including:
  - Focus on the positive and the outcome you wish
  - New day, new start or new lesson, new start
  - 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
  - Having a plan for dealing with low-level disruption and communicating this with other adults that work in the classroom
  - Ensuring strategies for individual pupils are used consistently and shared with relevant staff
  - Using positive reinforcement
  - Concluding the day positively

Appendix 3 - House points

House points can be awarded (maximum 2) for a range of things including, but not limited to:-

- kindness towards others
- good manners
- positive behaviours – whether in class, around school or on the playground
- academic achievements
- contributions to discussions
- involvement in teams – school council / eco team / sporting teams
- being respectful of property

Appendix 4 - A restorative conversation

During an incident, the de-escalation script should be used. Staff should have a copy of this attached to their lanyards.

- Use child's name …. I can see that something has happened
- I am here to help
- Talk to me and I will listen

- Come with me and I can … (help you sort it out / we will go somewhere quiet to talk / calm down)

Staff should challenge difficult behaviour *after the event* using the following 5-point conversation and template for recording incident (if appropriate)

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who was affected and how?
5. How can you make things right?

Appendix 5 – Behaviour ladder

POSSIBLE BEHAVIOURS	WHAT MIGHT HAPPEN?
Not on task or avoiding work Disrupting others e.g. shouting out, tapping on the table, walking around without permission Not following instructions Poor choices and actions in the classroom, around school or on the playground	Thinking / calming time A reminder of how to behave Support to make a better choice Refer to ZOR (class / individual) Told how your choices are affecting others Individual working space Catch up on missed work or take work home to complete
Dysregulated behaviour Repeatedly disrupting others Inappropriate conversations or words Poor choices e.g. teasing Hurt someone (accident) Lack of respect for people or property Not making a safe choice	Refer to ZOR (class / individual) Thinking / calming time A reminder of how to behave Miss part of/all of playtime for a restorative conversation Apologise Miss part of / all of golden time reward Catch up on missed work Do something kind for those who have been affected / upset Parents or carers told
Physically hurting someone Being rude or shouting Not making a good choice or accepting help with a choice Constant disruptions to people or learning time	**You must talk about this with an adult now** Thinking/calming time in a different room Miss all of golden or reward time Miss part of/all of playtime for a restorative conversation with your teacher / SLT Apologise Discuss with parents or carers Must fix any damage or tidy any mess made
Repeatedly doing the above behaviours A one off serious behaviour or extreme reaction to a situation Bullying Racism Immediate danger of significate damage to property Immediate danger to themselves or others Significantly hurting someone	**Adults will make all of the decisions now** Staff member or SLT support Discussion with parents or carers Formal restorative conversation which may include parents Parents may need to pick you up early if the right choices are not made to calm down Internal exclusion Exclusion fixed period / permanent

Appendix 6 – Prohibited items

- knives or weapons or anything that could be deemed a weapon
- alcohol
- any medication, drugs or illegal drugs
- stolen items
- tobacco and cigarette papers or vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Appendix 7 – Challenging behaviour or behaviour we deem inappropriate

Challenging behaviour could be defined as:

- Disruption in lessons and at break and lunchtimes

- Non-completion of classwork

- Poor attitude

- Incorrect uniform

- Repeated breaches of the school code of conduct including repeated defiance, disruption of lessons

- Aggressive behaviour – verbal or physical, including swearing

- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism or destruction of property

- Theft

- Fighting

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)