



Behaviour and Relationships Policy

Approved by the governing body on: 19th October 2023

To be reviewed on: 19th October 2024

Pete Sayers

Signed on behalf of the governing body: _____

IDLE C.E. (A) PRIMARY SCHOOL

BEHAVIOUR AND RELATIONSHIPS POLICY

Vision Statement

At Idle CE (A) Primary School we celebrate being part of God's family. We inspire our children with a love of learning in a safe, caring environment, which is theologically rooted in our Christian Vision of:

Jesus' promise of "life in all its fullness" (John 10.10)

for children, young people and adults within our school community to flourish. We are driven by our vision to nurture Christian hope and high expectations for all involved with education of the pupils in our care and to serve the common good.

Rationale

At Idle CE (A) Primary School we believe that every member of our school community should have an equal opportunity to achieve their full potential regardless of race, colour, gender, sexuality, disability, special educational needs or socio-economic background. We believe that it is the right of all our pupils to be educated in an environment free from disruption by others. This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members and founded through the establishment and development of positive relationships within our school community. In order for this to be successful, effective links and co-operation between home and school are essential. This policy should be read in accordance with the Anti-Bullying Policy, Exclusion Policy, SEND Policy and the school's agreed Equality Objectives.

Rights and Responsibilities:

We believe that everyone in school has rights and responsibilities.

These rights are:

- The right to learn and the responsibility to be ready to learn
- The right to respect and fair treatment and the responsibility to treat others in the same way
- The right to feel and be safe and the responsibility to ensure that others do also

These can be summarised as **Ready, Respectful, Safe.**

It is the responsibility of everyone within the school community to behave in a way which consistently demonstrates our Christian values and ensures that our school mission and vision is achieved.

Positive Behaviour Management

We believe that through a positive approach to behaviour management it is possible to ensure that all pupils can access teaching and learning effectively.

We believe that by focusing on a positive approach to behaviour, we:

- provide opportunities to consistently exemplify to all children the behaviour which is expected in school;
- provide a positive approach to teaching and in developing positive behaviour of pupils;
- ensure that effective teaching and learning take place;
- encourage children to feel good about themselves and others, recognising their achievements, leading to the development of high self-esteem;
- provide a framework for social education;
- minimise incidents of inappropriate behaviour;
- give pupils, staff and parents a sense of direction and common purpose;
- provide continuity and consistency across school
- help make our school a positive place to be.

Wherever possible we should try to work with the children, offering high support, nurture and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff will always, within their professional conduct, be positive and respectful role models to their pupils.

Where children are unable to engage with the positive behaviour approaches used within the school, individual strategies will need to be implemented to ensure that effective teaching and learning can take place.

Behaviour Strategy

Our behaviour policy aims to build understanding, resilience and responsibility within our pupils. Consistency of application of the behaviour policy is achieved by the use of positive behaviour management strategies – if this is not working then school will engage with parents/carers and, if required, establish bespoke approaches to support individuals which may include counselling, pastoral support, referrals, behaviour plans, modifications or risk assessments. In the case of those pupils with identified SEND, they will be in line with Pupil Passports, My Support Plans or EHCPs in consultation with the SENCO (see appendix 1).

Occasionally, despite the positive behaviour management approaches used, incidents may occur. If serious accidents or incidents occur that may require reporting to the Local Authority, it is important to note that:

- communication is clear between pupils, staff, parents (of both victim and perpetrator) and the Headteacher.
- investigation of the incident through speaking to relevant witnesses and restorative circles with involved parties (this may also include parents if appropriate) takes place.
- actions taken as a result of investigation may include (as appropriate) restorative circles, pastoral support, modifications or exclusions (please see Exclusion Policy).
- closure of the incident emphasising restorative actions between pupils, staff and parents to ensure lessons are learnt and relationships are restored.

Monitoring and Review

The effectiveness of our positive behaviour strategies are monitored by the Senior Leadership Team on an ongoing basis and the head teacher provides a written report to the governing body identifying behaviour issues on an annual basis in the form of an annual report in the summer term. This is minuted by the governing body and forms part of the evidence base for the effective implementation of the Equality Act.

Rewards and Recognition

We recognise that it is important to receive reward and recognition for positive attitudes and behaviour. These are in line with our **Rights and Responsibilities: Ready, Respectful, Safe.**

Whole class rewards include:

- Recognition board of desired, whole class behaviours
- Class beads to earn a 10-bead whole class reward
- Key Stage 1 and 2 trophies for positive lunchtime behaviour

Individual rewards may include:

- Stickers
- Messages/postcards home
- Class teacher certificates, presented in assembly either in class or whole school
- Dojo points (in class system only)
- Individual recognition via the recognition board
- Headteacher rewards for exceptional work or progress
- Subject specific rewards for achievement

Individual rewards may be built into behaviour plans in consultation with parents for pupils at stage 5 or as agreed with the SENCO (AHT).

Appendix 1:

BEHAVIOUR STRATEGY

	Behaviours	Possible Appropriate Actions	Responsibility
Stage 1	<ul style="list-style-type: none"> • Low level in class behaviours • Low level playground behaviours 	<ul style="list-style-type: none"> • Use of recognition board to focus on required behaviour • Verbal/visual reminders and praise 	Classteacher Breaktime/ lunchtime supervisors
Stage 2	<ul style="list-style-type: none"> • Persistent low-level in class behaviours • Persistent low-level playground behaviours • No response to stage 1 actions. 	<ul style="list-style-type: none"> • Alerting classteacher of concerns • Alerting parents of concerns • Restorative approaches with peers and adults • 1:1 discussion adult : pupil / pupil: pupil • Verbal/visual reminders and praise 	Classteacher Breaktime/ lunchtime supervisors
Stage 3	<ul style="list-style-type: none"> • Disruptive in class behaviours • Disruptive playground behaviours • Name-calling / provocation • No response to stage 2 actions. 	<ul style="list-style-type: none"> • Details logged on CPOMS • Support from phase leader if required • Parental contact with classteacher • Restorative approaches with peers and adults • Pastoral support • Establishing trusted adults • Behaviour monitoring 	Class teacher AHT
Stage 4	<ul style="list-style-type: none"> • Persistent disruptive in class behaviours • Aggressive playground behaviours • Swearing • Fighting • No response to stage 3 actions. 	<ul style="list-style-type: none"> • Details logged on CPOMS • Support from SLT • Parents informed by classteacher • Parental meetings with classteacher supported by phase leader if required • Restorative approaches with peers and adults • Pastoral support 1:1 • Referrals to external agencies • Detention • Internal exclusion* • Individual timetables (linked to SEMH needs) 	Class teacher AHT
Stage 5	<ul style="list-style-type: none"> • Racist language • Sexist language • Homophobic language 	<ul style="list-style-type: none"> • Details logged on CPOMS • Restorative approaches used with peers and adults 	Class teacher AHT

	<ul style="list-style-type: none"> • Bullying • Causing physical harm • Causing detriment to good order • No response to stage 4 actions. 	<ul style="list-style-type: none"> • Referrals to external agencies • Parental meetings with classteacher and phase leader • Internal exclusion* • Suspension** • Individual behaviour contract 	HT
Stage 6	<ul style="list-style-type: none"> • Repeated racist language • Repeated sexist language • Repeated homophobic language • Bullying/cyber-bullying • Repeated physical harm / fighting • Causing significant harm to others (single incident) • Bringing weapons or banned items onto the school site • Causing detriment to good order • Continual disruption to learning • No response to stage 5 actions. 	<ul style="list-style-type: none"> • Details logged on CPOMS • Restorative approaches used with peers and adults • Referrals to external agencies • Parental meetings with HT • Internal exclusion* • Suspension** • Individual timetables • Individual behaviour plans 	AHT HT
Stage 7	<ul style="list-style-type: none"> • Significant incident • Repeated stage 6 actions 	<ul style="list-style-type: none"> • Details logged on CPOMS • Suspensions** (up to a maximum of 15 days in a term) • Permanent exclusion *** 	HT Governors

- *Detention* – typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go to break/lunch. Detentions can be issued by SLT members at Stage 4.
- *Internal exclusion** - the removal from classrooms/lunchtimes or playtimes for a limited amount of time for serious disciplinary reasons to allow for the continuation of pupil's education in a supervised setting. This is a serious sanction and should only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. This will be issued by SLT members at Stage 4 and above.
- *Suspension*** - suspension for a fixed period of time in response to serious incidents or persistent poor behaviour which has not improved following in-school sanctions and interventions. Suspensions will be issued by the Headteacher at Stage 5 and above.
- *Permanent exclusion **** Please see Exclusions policy.

This policy should be read in conjunction with:

- Exclusion Policy
- SEND Policy
- Anti-bullying Policy
- Equality Objectives