



**St. Michael's C of E Primary School**



## **Behaviour and Positive Relationships Policy**

### **Vision**

**“Life in all its fullness”**

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, ‘life in all its fullness’ (John 10.10).

<b>Policy Reviewed and Adopted by Board of Directors:</b>	<b>Autumn Term 2023</b>
<b>Date of Next Review:</b>	<b>Autumn Term 2024</b>
<b>Responsible Officer:</b>	<b>Beth Dawson</b>

At St. Michael's C of E Primary School, we want to ensure that the children are safe and happy. Therefore, in addition to teaching them how to read and write, count and solve problems etc. we are also concerned with teaching them how to work and play alongside each other and how to behave towards one another.

This policy is firmly rooted in our Christian Values.

- Hope
- Justice
- Wisdom
- Creation
- Endurance
- Koinonia
- Service

Children need to be aware of moral issues such as right and wrong, fairness, tolerance and respect. The aim of this school policy is

- To develop in our children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly school community in which effective and positive learning can take place, in which there is mutual respect between all members, and where there is proper concern for the school environment.
- To place the main emphasis on the positive reinforcement of good attitudes and effort towards performance.
- To enable parents and teachers to work together to influence the behaviour of the children.
- To create a common sense of direction and feeling of purpose for pupils.
- To ensure that our children recognize their own personal development and mental health as a priority.

These principles are achieved in the framework of a relaxed, pleasant atmosphere in which everyone is positively encouraged to give of their best, both in the classroom and in extra-curricular activities.

As a school we acknowledge that every child has a right to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and achieve economic wellbeing.

**Our Positive Behaviour Policy is based upon rights and responsibilities.**

#### **The Rights:**

- We have the right to be safe and feel secure
- We have the right to learn and fulfil our potential
- We have the right to be treated with respect

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

#### **The Responsibilities:**

- Rights come with responsibilities
- Responsibilities need to be learned and practiced so that they become habits

## **The Children's Responsibilities**

It is the responsibility of every child to learn and demonstrate their understanding of these rights and responsibilities and how they can apply them to themselves and to others. They can achieve this by:

- Working to the best of their abilities and allowing others to do the same.
- Treating others with respect.
- Complying with the instructions from members of staff.
- Taking care of the school property and the environment.
- Cooperating with other children and adults.

## **Our School Responsibilities**

It is our responsibility to help our children learn their rights and responsibilities and to ensure fairness and consistency in their application. This will be achieved by:

- Induction of new staff or volunteers includes information and / or training on behaviour management
- Train staff regularly on behaviour management
- Put into place a transition timetable for children each year, with enhanced transition where necessary
- Regularly re-establish and re-induct pupils, particularly after lengthy holiday periods, behaviour expectations
- Being good role models
- Providing a challenging, interesting and relevant curriculum.
- Creating an environment that is safe, secure, interesting and pleasant.
- Treating all children fairly and with respect.
- Using rules and sanctions clearly and consistently.
- Fostering good relationships with parents/carers.
- Recognising that each child is an individual and to be aware of their needs.

## **Parents' and Carers' Responsibilities**

It is the responsibility of all parents and carers to support the school in guaranteeing for every child a safe, secure, healthy and happy school in which learning flourishes. This will be achieved by:

- Being aware of the school rules and expectations.
- Supporting staff in the implementation of the policy.
- Fostering good relationships with the school.
- Making their child aware of appropriate behaviour at all times.
- Showing an interest in all that their child does in school.
- Encouraging independence and self-discipline.
- Ensuring regular attendance and punctuality
- Providing the correct school uniform
- Having regular attendance at parents' evening to discuss progress
- Keeping in contact with the class teacher so that communication can be open and honest

## **Local Advisory Board Responsibilities**

The Local Advisory Board has the responsibility setting down these guidelines for sanctions and behaviour, and of reviewing their effectiveness. The Headteacher has the day to day authority to implement this policy.

The Headteacher will meet regularly with the relevant LAB member in the Local Advisory Board to discuss matters relating to behaviour and sanctions.

We know that quality learning only takes place in a school where every child is valued, feels safe and secure and is healthy and happy.

### **Strategies for positive encouragement include:**

- A quiet word, smile acknowledgement, thumbs up etc
- Appreciation of children's contributions – add work to displays
- The giving of additional responsibilities
- Stickers on jumpers etc
- Praise in front of class group giving reason for praise
- Visiting another member of staff
- Informal comments, a short message home from teacher to parent informing them of good work, positive attitudes or behaviour etc
- Achievement Certificates, Star Pupil certificates – place work on Facebook / Class Dojo to share with parents/ school community
- Opportunities for self-evaluation and recognition of achievement
- Certificates for special achievements
- Celebration assemblies
- Class discussions

### **Class / School behaviour management.**

It is widely recognised that children have clear and consistent approached to behaviour they are more likely to also behave in a more consistent manner.

St. Michael's C of E Primary School operates a very clear approach to how we can gather a class back together / larger groups together quickly. The following process is to be used by all staff.

- Raise your hand and show five fingers.
- Start counting down from five to zero in Spanish (cinco, cuatro, tres, dos, uno, cero). As you are counting lower a finger to show the spoken number.
- By the time you are at zero (cero), all children will have eyes on the teacher.

As this system becomes embedded in school we may simply raise our hand and children will know what we expect and react accordingly.

### **Coming into School**

At St. Michael's C of E School, we firmly believe that all children should receive a warm welcome as they enter school. A member of staff will be on the entrance gate each morning to say hello / good morning to the children and their families. The class teacher will be at the classroom door to welcome them into their class.

### **Coming in from Breaks and Lunches**

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At St. Michael's we operate the following system.

At the end of the break the whistle is blown – all children stop what they are doing and stand still. The whistle is blown a second time and then children line up in their allocated place ready to come in. The class teacher (or if PPA the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly manner.

## **Worship**

Children must enter the hall for worship quietly and calmly. Music will be playing and the children will begin to sing as they enter (call to worship). The Worship Crew are tasked with holding the doors open into the hall and greeting the children. This will be a chosen call and response. For example, "Peace be with you" and children will reply with "and also with you". If the children are unsettled, then they will not be brought into the worship hall they will receive de-escalation tasks. The children walk to the line position and remain standing until the whole line is asked to sit down. Worship is a quiet, reflective time. Any behaviour management will be done as quietly and discreetly as possible. Members of staff will also adhere to this whilst in the worship hall. They will model the high expectations that are expected from the children and will not stand or sit at the side having conversations.

## **Encouraging good behaviour**

Children's good behaviour is noticed, encouraged and often rewarded. Strategies include:

- Emphasis on encouraging and motivating pupil e.g. positive feedback, descriptive praise, give attention for success
- Promoting respect for individuals by:
  - including their culture and background
  - modelling desired behaviour
  - listening to children and communicating that you have heard what they have said.
- Creating safety, both physical and emotional with clear and consistent use of rules and consequences.
- Raising self-esteem by ensuring pupils experience and recognise their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible,
- Ensuring that feelings are part of the PSHE curriculum and included in assembly themes.

## **Our Approach to Rewards**

Children normally respond well towards rewards and can generally be encouraged to behave in a way which earns rewards. Rewards do need to be age appropriate and matched to the maturity of the child. All children should benefit from rewards, including children in the mid-range of ability and aptitude. Younger children frequently respond better to short term rewards.

## **We reward good behaviour in many different ways through:**

- Class Dojo points
- A quiet word, smile acknowledgement, thumbs up etc
- Appreciation of children's contributions – add work to displays
- The giving of additional responsibilities
- Stickers on jumpers etc
- Praise in front of class group giving reason for praise
- Visiting another member of staff
- Informal comments, a short note home from teacher to parent informing them of good work, positive attitudes or behaviour etc
- Achievement Certificates, Star Pupil certificates – place work on Facebook / Class Dojo to share with parents/school community
- Opportunities for self-evaluation and recognition of achievement
- Certificates for special achievements
- Celebration assemblies
- Class discussions

## Strategies for individual pupils with special needs

Behaviour and social targets can be set. Targets should be understood by the child, parent and teachers. Targets need to be specific and achievable by the child within an agreed time period.

Individual charts can be used to promote positive behaviour. Further support is available through our SENDCO.



We are introducing the Thrive Approach in our school to support all children's emotional and social learning throughout the day; our first priority is to care for every child in a secure, friendly environment. The Thrive approach encourages and teaches children to face new challenges, become more independent, and to believe in their own abilities. As members of the community, we aim to build positive relationships with each other, with the child and with their families. We have high expectations of behaviour and we expect each individual to respect others, their families, culture and beliefs.

### The Thrive Approach

Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling. The Thrive Approach draws on the latest neuroscience, recent attachment research, current studies of effective learning and current models of child development in order to help school to understand the needs being signalled by children's behaviour. It gives us targeted strategies and activities to help children re-engage with learning and life. Unfortunately, like all of us at points in our life, children may face challenges that knock them off course. What is needed at this time, is understanding and support to get them back on track. Many children will respond to the care, understanding and support given by parents, family, friends and teachers. However, some children need a little bit extra. We believe that all behaviour is communication and that communication needs to be understood and supported.

Where a child is presenting persistent significant behaviour difficulties an individual behaviour plan may be written. Relevant staff, agencies and the parents will be involved. The plan will be communicated to all relevant staff.

### How do we manage unacceptable behaviour?

At St. Michael's C of E Primary School, we employ a number of sanctions to enforce the school expectations, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The sanctions are hierarchical and are tracked on a daily basis. Our priority is to address unacceptable behavioural issues in a consistent way. The system is as follows:

#### Sanctions

- **Verbal Warning** – no evidence on Class Dojo (teacher makes a personal note)
- **First Negative Dojo** – recorded on Class Dojo (note why the child received this)
- **Second Negative Dojo - Removal of 1<sup>st</sup> privilege** – missing part/whole of break time depending on key stage
- **Third Negative Dojo - Removal of 2<sup>nd</sup> privilege** – missing part/whole of break time depending on key stage
- **Sent to Headteacher**
- **Sent to Headteacher – parents may be informed**

Decisions should be CONSIDERED, FAIR, REASONABLE and NOT made on impulse in accordance of the needs of all the children.

Sanctions should be appropriate in terms of frequency and severity and staff members will make their own judgements about the appropriateness of punishments matched to the misbehaviour.

### Managing incidents of unacceptable or inappropriate behaviour from playtimes

School will follow the same guidance as above.

If the negative behaviour takes place during lunch time they will then miss time the following day from that session and not the first playtime.

If any pupil is struggling on the playground, either due to circumstances outside of school or for any reason in school and don't want to be on the playground at lunchtime they can access the nurture hub instead.

**Managing incidents of unacceptable or inappropriate behaviour outside of school** The DfE state the following in their guidance;

Pupils' conduct outside the school gates – teachers' powers What the law allows:

***23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"***

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools - A guide for Headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_Headteachers_and_School_Staff.pdf)

### **Restorative Approach**

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Our pupils say that they prefer the Restorative Approach as it allows all parties to have their say and be listened to (*Unicef Rights of the Child Article 12*).

### **Restorative Discussions**

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

**Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:**

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.

6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action need to be taken? Does the child need a reminder e.g. social story, visual/written plan of action etc?

### **Managing Behaviour Over Time:**

The Senior Leadership Team monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the Headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally, the class teacher retains responsibility for managing behaviour of children in his/her class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- Awarding Dojo points in recognition of compliance with school expectations, such as completion of homework
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

The Headteachers involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to Thrive lead teacher to identify possible strategies (We are implementing Thrive during this academic year)
- Issuing of consequences such as isolation from break times, lesson times or needing to go home at lunchtimes
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENDCO to discuss possible SEND
- Liaison with external agencies for support
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful

### **How children can sort out their own difficulties**

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

### **Suggested Strategy for resolving conflict**

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:



Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact where possible.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

### **Restrictive Physical Intervention (RPI)**

The Department of Education states that every school is required to have a behaviour policy that includes the power to use reasonable force. If a child is endangering themselves, a member of staff or another child, we deem it necessary to use RPI: all staff have a duty to act whether that is in the use of restraint or seeking help.

### **Key Points Regarding Use of Force**

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders should support their staff when they use this power.
- Some staff are trained in Team Teach techniques. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion where Team Teach / use of force is used must be recorded in the numbered and bound book that is kept in the office.

### **What is Reasonable Force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Suspension / Exclusion of a Pupil**

Suspension is for a fixed period of time and exclusion is permanent. It is the Headteachers responsibility to decide whether a child should be suspended or excluded. Exclusion will only happen in response to a very serious breach of the Schools Code of Conduct or where alternative forms of behaviour management have been shown to have failed. Normally (but not in all circumstances) prior to an exclusion external support agencies would have been contacted and involved, i.e. -

- School Counsellor
- Educational Psychologist
- Behaviour Support
- Social Services
- Education Welfare Officer
- School Nurse/ Health Visitor
- Family Doctor
- Police

### **Damage to Property**

Damage to school property, through misbehaviour, whether it be to the fabric of the building or to such items as books, which are defaced or damaged, will be reported to parents, and where appropriate with a request for a voluntary contribution towards the cost of repair or replacement.

### **Child on Child Abuse**

Child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim.

This form of abuse is when there is any kind of physical, sexual, emotional, financial abuse or coercive control exercised between children/young people both on and offline. It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it. Stopping harm and ensuring immediate safety is St. Michael’s C of E Primary School’s priority.

Child on child abuse is proactively dealt throughout our curriculum, e.g. in PHSCE lessons, in collective worship or in our reading spine. We have several groups in school who support this proactive work e.g. ‘Buddies’ and ‘Pupil Parliament’ and through the strategies explained throughout this policy we aim to support both the perpetrator and the victim.

### **Bullying – Guidance to Staff**

St. Michael’s definition of bullying is wilful, ongoing, persistent or repetitive. Other incidents of bad behaviour will be dealt with accordingly, however, they may not be deemed as bullying.

Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual staff need to be alert to situations that may occur both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not ‘telling tales’. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

We take part in various anti-bullying events as part of our whole school approach to our children’s social and emotional development. Appropriate age-related strategies for dealing with different aspects of bullying are explored through a variety of approaches across the school.

These are both forms of bullying. They are a form of violence. Any incident which is deemed to be any form of racial or sexual harassment will be taken very seriously and reported to the Headteacher. Racist incidents must be reported to the Headteacher.

### **Searching Pupils**

Here is a list of banned items for which a search of pupils will be made:

- Knives
- Guns

### **Monitoring**

The Headteacher and staff will monitor the effectiveness of this policy and as necessary will report any amendments to the governing body.

The school will keep a record of any serious incidents that occur which need intervention and the Headteacher will keep detailed records of any pupil who has been temporarily or permanently excluded. It is the responsibility of the governing body to monitor these procedures and ensure that this policy is administered fairly and consistently.

### **Conclusion**

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be a happy environment, where learning can take place in a harmonious environment, and children enjoy coming to school because they feel safe and secure.

It is up to all of us, Staff, LAB and parents to ensure that the children of St. Michael's are educated in a caring, friendly and orderly school. We strive to work together to ensure that we achieve these worthwhile goals.