



# Chapel St Leonards Primary School

## Relationships and Behaviour Policy

### Introduction

Building positive relationships is at the heart of effective behaviour management. We have an **unconditional positive regard** for all members of school community, which includes children, staff, parents, governors and members of the wider community. A strong relationship connects us to our children and without that connection our ability to influence and lead them is diminished. Everyone needs to feel self-respect and show respect for others. We believe that working WITH our children, families and wider school community through Restorative Practices, helps us to fulfil our vision

The school policy reflects the consensus of opinion of all staff and has been reviewed after a process of staff consultation. The implementation of this policy is the responsibility of all our staff.

### Vision

*“To be the best me”*

### Aims

At Chapel St Leonards Primary School we set high expectations of children’s behaviour. We believe that positive attitudes and mutual respect between adults and children lead to a harmonious learning environment where everyone feels safe, happy and valued. We recognise the significant impact that positive behaviour can have on children’s overall progress and attainment. Every individual has a responsibility for the way that they behave. For most individuals positive behaviour is a norm and serves as a benchmark to which all should aspire. However, in this school, we recognise that the learning of the personal skills of self-motivation and self-control and resilience are an integral part of the learning process which must be taught, encouraged and nurtured.

In our school we understand that children are likely to behave well within the classroom environment when:

- clear expectations and procedures exist
- the curriculum is broad, balanced and experiential
- work is matched carefully to the ability of each child
- time is found to recognise the contribution of each child
- children are involved in decision making processes
- teaching is adapted for children with SEND

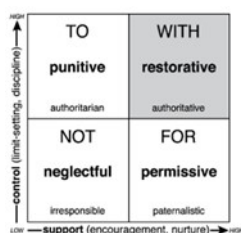
Additionally there must be in place some means of ensuring consistency at whole school level and in all situations. To this end, the school has established clear expectations to which both children and adults are encouraged to aspire.

## Principles underpinning our policy

- All children should be valued, listened to and cared for.
- Teachers should be fair, consistent and positive.
- Good behaviour and positive relationships should be modelled by all members of the school community.
- Staff should interact with and speak about children and other adults in a positive way.
- Staff should always try to develop children's self-esteem.
- When children are engaged in their learning, their behaviour will be positive.
- Mutual support at all levels is important; children are entitled to support to help them with their behaviour and staff are entitled to support when dealing with behaviour that is not in keeping with our school expectations.

## Restorative approach

All staff will be expected to positively promote the restorative approaches based on our school's principles and values; these encourage an environment, which promotes mutual respect, the development of good relationships and the need to take responsibility for one's own behaviour. Restorative Approaches are inspired by the philosophy and practices of Restorative Justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. Restorative practice offers high levels of support whilst challenging inappropriate behaviour.



Key skills that the children will develop during the restorative process include: active learning, facilitating dialogue and problem solving, listening to and expressing emotion and empowering others to take ownership of problems.

When our pupils find themselves in conflict or upset we will ask them:

- What happened?
- What were you thinking when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think if this happened to you?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?


Restorative Dialogue posters are displayed in the classrooms and key areas of school and act as visual aids. Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

## **Rewards**

We believe that recognition that is focussed on effort applies equally to each child is a guaranteed relationship builder. Praise is a great motivator and should be given freely in the most appropriate way for the child concerned.

The opportunity to reward success operates at two general levels:

- To reward effort and individual achievement.
- To reward positive behaviour within normal school routines including the reward of positive behaviour at lunch time.

House points can be awarded verbally or in children's books using the symbol: 

The criteria for awarding House Points is broad. However, as a general rule the following points should be adhered to:

- Rewarding individual achievement - consistency of achievement - where personal targets set by themselves or the teacher have been met - for a single piece of work of outstanding quality - year group decision for the reward of tokens for homework
- Rewarding positive lunchtime behaviour
- Demonstrating one or several of our school values

Our school values are: Communication, Organisation, Resilience, Ambition, Leadership, Safety.

### **Chloe Communication**



### **Rana Resilience**



### **Leonard Leadership**



When House Points are awarded children place a coloured counter (House Point token) related to their House in the classroom House Point totaliser.

House Point totalisers are emptied on Friday lunchtime by the House Captains and a weekly running total is shared in the Achievement Assembly. The house point tokens are added to the large whole school totalisers each week in the hall.

Our houses and colours are:

**Anderby Creek**

**Donna Nook**

**Gibraltar Point**

**Sandilands**

### **Other Rewards**

There are a variety of other rewards that do not contribute to the whole school system can be used at the discretion of class teachers and school leaders:

- Verbal praise / Showing work / Stickers / Certificates / Privileges / Positions of responsibility

## Sanctions

Stage	Response	Typical but not exhaustive behaviours warranting such a sanction
<b>Stage 1</b>	Teacher or TA will give a reminder of behaviour expectations A restorative conversation will be had with the child when the child is regulated.	Low level unwanted single event behaviour e.g., not listening, dropping litter, poor manners etc.
	A second reminder can also be given if needed before stage 2.	
<b>Stage 2</b>	Time out within the classroom, or time out with lunchtime supervisor. This is an opportunity for the member of staff to talk to the child, calmly	Continued low level unwanted behaviours. Refusal to follow reasonable instructions.
<b>Stage 3</b>	Time out with another member of teaching staff, ideally AHT or DHT depending on the child.  Teacher or TA to escort the child to new area and explain to receiving teacher the work to be completed. 'Time-out' should be used sparingly and should not exceed one hour in a day. Children should not go to the class with siblings in.	Rudeness. Lack of respect shown. Use of inappropriate language. Lack of effort towards class tasks. Unwanted persistent low-level behaviour or a single more serious event. Refusal to follow reasonable instructions.
	Early Years/Key Stage 1: If children have been removed to another class, parents are to be informed at the end of the day and log is made on CPOMS Key Stage 2: Incident to be recorded on CPOMS and parents may be contacted.	
<b>Stage 4</b>	Send to Head Teacher  A meeting to be arranged with DHT/HT, class teacher, parent and child to discuss the behaviours.	Continued behaviours as above. Single more serious event.
	If children are persistently behaving at a level that warrants stage 4 or 5 intervention the SENDCo must be informed and an initial record of concern form completed.	
<b>Stage 5</b>	Send to Head Teacher  A meeting to be arranged with DHT/HT, class teacher, parent and child to discuss the behaviours. * This stage could lead to the stages below following the outcomes of meetings and reviews of evidence	Bullying. Cyber-bullying in school. Serious single event. Persistent low-level behaviours. Damage to school property. Stealing.
Internal Suspension		Serious single event. Continuing persistent behaviours over a period of time.

<p>Fixed Term Suspension</p> <p>* Fixed term suspensions could lead to permanent suspensions following reviews of evidence and advice taken.</p>	<p>Persistent disruptive behaviour. Serious single event usually where the physical or emotional safety of other children or staff is a concern. Evidence of bullying. Evidence of in school cyberbullying. Evidence of behaviours of a homophobic or racist nature.</p>
<p>Permanent Exclusion</p>	<p>In response to a serious breach or persistent breaches of the school's behaviour policy and where, allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.</p>

### **Serious and disruptive behaviour**

Where behaviour is disruptive and needs dealing with through more specific support we operate a clear system.

In the classroom

- Each class will have a red card which will be taken to the front office by a responsible child if there is a serious issue in the classroom and a member of the Leadership team will be directed towards the classroom

At playtimes and lunchtimes

- A member of staff not dealing with the incident will go to member of the Leadership Team in the first instance (if they are not on duty)

### **Screening and Searching**

There may be times when it is necessary to search pupils. Chapel St Leonards Primary School follows the Department of Education guidance ('Searching, Screening and Confiscation' - July 2022) which can be found at [www.education.gov.uk](http://www.education.gov.uk):

*We believe that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.*

*In our school, only the Headteacher and members of the Senior Leadership Team have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed in paragraph 31 of the government guidance Searching, Screening and Confiscation July 2022) or any other item that our school rules identify as an item which may be searched for.*

### **Exclusion**

Should a child perform an act which endangers themselves or others, is a deliberate act of vandalism or goes deliberately and significantly against the school rules then he/she can be excluded. The exclusion may be for particular parts of the day (such as lunch times) or may be for a day or series of days. The length of the exclusion will depend upon the individual's actions and will be decided on a case-by-case basis. All decisions on exclusions will be taken in discussion with the Headteacher, Director of Primary Education and Chief Executive Officer.

Whilst exclusions are few and far between, they may occur for the following reasons:

- Physical assault against pupil/adult/staff
- Verbal abuse/threatening behaviour against pupil/adult/staff
- Bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related incidents
- Damage
- Theft
- Persistent disruptive behaviour
- An offensive weapon e.g. knife
- An object used offensively e.g. stabbing with a compass
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In some cases children will have specific plans or systems relating to their behaviour. These may or may not be formally recorded depending upon the individual needs of the pupil. They may also be used for a short period or embedded over the medium to long term – again depending upon pupil need. All such plans/systems will be shared with the Headteacher and SENDCo.

On occasion it will be necessary to miss out some of the sanctions and go straight to exclusion if a child is a danger to themselves or others and as such is unsafe to be on school premises.

If a child routinely fails to complete work within class (which is within their capability) then the school policy is to keep the child back at break in order to complete said work. In certain cases we may also choose to use a different sanction to those stated above – for instance if a child is misbehaving in PE then they may miss the next sports club or tournament. This will allow children to see that their actions in specific areas can have subject related consequences.

### **Bullying**

Everyone at Chapel St Leonards Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening.

#### Definition of Bullying

"Bullying is deliberately hurtful behaviour that is repeated or has the potential to be repeated over a period of time, making it difficult for the person concerned to defend themselves". There are different sorts of bullying, but the main types are:

Physical Hitting, kicking, taking or hiding belongings including money Verbal Name calling, teasing, insulting, writing unkind notes Emotional Being unfriendly, excluding, tormenting, spreading rumours, looks Exclusion A child can be bullied simply by being excluded from discussions/activities with those they believe to be their friends Criminal Pupils may have their property damaged or stolen. Threatening Threats may be used by the bully in order to get what they want Cyber Using ICT for any of the above (e-mail, mobile phone etc.) Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school. The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

### Actions to Tackle Bullying

Prevention is better than cure so at Chapel St Leonards Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members and a record will be kept. The class teacher of the victim will be responsible for this and will be required to inform the Headteacher of the record and the action taken. Older pupils may be asked to write a report of any incidents themselves. This will ensure effective monitoring of such occurrences, and facilitate coordinated action. If any single incident includes racist or homophobic abuse then it should be reported to the Headteacher and be recorded.