

St John's C of E First School



Together we have the roots to grow and the wings to fly.

This policy should be taken as part of St. John's C. of E. VA First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.

Behaviour and Relationships for Learning Policy

Policy Adopted:	January 2017
Last review date:	November 2022
Next review date:	June 2024
Signed (Chair of Governors):	
Date of signature:	

RATIONALE

Good behaviour and positive relationships for learning at our school are far too important to be left to chance. As St John's is part of the Frome Learning Partnership, we have agreed to adopt the 'Frome Approach' which promotes positive 'Relationships for Learning' within all schools in Frome in order to develop a common approach and greater consistency to managing behaviour as well as being better able to intervene early and meet individual children's needs.

At St John's First School, we promote and reward good behaviour and ensure that bad behaviour, bullying and racism are not tolerated.

This policy has been written after consultation with governors, staff, children and parents and reflects the values and principles that we consider to be important for our school.

PRINCIPLES

The School Community: Children, staff, parents and governors understand and accept the principles on which the 'Behaviour and Relationships for Learning Policy' is grounded.

- All members of the School Community are listened and responded to.
- The School Community, including visitors are always considerate towards the learning needs of each individual, and supportive of the school as a learning community.
- Children and staff are entitled to learn and work in a safe and secure environment.
- Everyone shows respect for one another.
- There are five rules – 'The Five Bees', that will help children enjoy school and ensure their safety
- Good behaviour is encouraged and consequences are in place for unacceptable behaviour
- Appropriate action is taken to ensure the safety and well-being of all children.
- Unacceptable behaviour is considered to be that which a child chooses to do/exhibit; this could be seen as communication in response to an additional need or as a result of a particular circumstance. While we are consistent in our expectations of children in that boundaries and rules will be applied to all, we recognize that specific needs will also, at times, need to be taken into account when applying the procedures for behaviour management.
- Children whose behaviour and attendance may deteriorate through significant life events such as bereavement, abuse, or divorce are identified and supported.
- School staff model positive behaviour and promote it through active development of children's social and emotional competencies.
- Children act as ambassadors for the school at all times.

ROLES AND HOME SCHOOL AGREEMENT

Everyone in the school community has a role to play in maintaining a happy and safe school; where behaviour is good and conducive to learning. The expectations for each member of our school community are listed in our 'Home, School Agreement', which is sent out each year to families.

The expectations are:

GOVERNORS:

Will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children, parents and staff are listened to and appropriately addressed.

STAFF:

- To promote the school's core values of: Wisdom, Respect, Hope, Self-Control, Friendship and Perseverance in all aspects of their work
- To consistently promote the school's five rules, ensuring children understand and adhere to the rule
- To know each individual child in their class well
- To have high expectations of themselves and their children
- To model and promote good behaviour and relationships
- To teach and model social and emotional aspects of learning
- To investigate incidents carefully and promptly listening to both sides
- To ensure the classroom and other areas of the school provide a safe and attractive learning environment.
- To prepare lessons carefully to meet the needs and abilities of all children
- To apply rewards and sanctions consistently and fairly
- To work with families and other agencies to ensure children's needs are met
- To work with other Frome schools to ensure smooth transition

CHILDREN:

- To adhere to the school's core values of: Wisdom, Respect, Hope, Self-Control, Friendship and Perseverance in all aspects of their school life
- To adhere to the school's rules – The Five Bees:
 - Be respectful
 - Be kind and gentle
 - Be careful
 - Be responsible
 - Be the best you can
- To attend school and arrive in good time
- To report bullying or any accident or incident
- To look after the school equipment

PARENTS:

- To adhere to the school's core values: Wisdom, Respect, Hope, Self-Control, Friendship and Perseverance in all aspects of their work
- To respect and support the staff in promoting the school's rules with their children, and model good behaviour to their children particularly around school site
- To ensure their child attends school and arrives in good time, with the correct clothing and equipment
- To ensure that on school days, children have had a good night's sleep and a good breakfast
- To support their children in completing their homework
- To notify the school of their child's needs, including any changes to their child's circumstances, which may affect their ability to manage in school

REWARDS AND CONSEQUENCES

REWARDS

We have a system in place, which rewards and encourages positive behaviours and recognises all forms of social and academic achievement and effort. There are a variety of rewards which can be used depending on age, need or choice including:

- ✓ Non-verbal praise
- ✓ Verbal praise
- ✓ House points
- ✓ Displaying children's work
- ✓ Privileges or positions of responsibility
- ✓ Stickers
- ✓ Certificates
- ✓ Sharing successes with others
- ✓ Head teacher Awards
- ✓ Buzz Time
- ✓ Half Termly Treat for Winning House Team

CONSEQUENCES

We have agreed that consequences are more effective if the child understands what it is they have done that was the wrong thing to do. All staff will ensure that this is the case, and to look for the 'teachable moment'.

Consequences need to reflect the seriousness of the offence and children, staff and parents need to be aware of the possible consequences for poor behaviour choices.

The steps below list sanctions in order of the seriousness and states the consequences that are appropriate responses.

Where pupils are removed from the classroom this is to enable the pupil to calm down and focus on a positive activity and for the remaining pupils to continue their lesson without further interruption from a disruptive pupil.

A small minority of children with challenging behaviour connected to a special educational need may have an individual behaviour plan and individual sanctions. It is the responsibility of the class teacher to keep parents adequately informed about a child's behaviour. Every serious incident will be investigated and an appropriate consequence used based on the circumstances of the incident and the individual pupil using a range of restorative approaches.

MANAGING BEHAVIOUR THAT IS HINDERING LEARNING OR IMPACTING ON WELLBEING

Step 1 Visual warning

Step 2 Verbal warning

Step 3 Move seats or place within classroom

Step 4 Bee removed from display to encourage positive behaviour to earn back

Step 5 Time out in classroom (reception children and individual children)

Step 6 Missing part of playtime either in a classroom or stood next to an adult on the playground

Step 7 Time out in another classroom

Step 8 Lose minutes of 'Buzz Time'

Step 9 Time out with Headteacher or member of the SLT

Step 7, 8 and 9 behaviours are considered to be serious incidents and will be recorded on a child's ABCC Log. If a serious incident occurs, the Class Teacher will contact the parents/carers and make them aware of the context in which the incident has taken place on the day it has occurred. If more than one Step 9 incident occurs during a week, a meeting will be set up with the parents, Class teacher and a member of the leadership team to agree a Behaviour Management Plan to secure improvement. The plan will be signed by all involved and reviewed regularly. A risk assessment may be part of the plan if necessary. If there is no improvement then school may seek to make a referral to the FLP Behaviour and Vulnerability Manager for support.

Incidents go to Step 9 immediately:

- Deliberate persistent swearing,
- Verbal abuse, (personalised swearing and/or insulting)
- Intentional damage to property,
- Throwing missiles with intent to harm including spitting with dissent, aim and intention
- Physical assault on another child
- Physical assault on an adult

If unacceptable chosen behaviour is on-going or persistent despite rewards and consequences, then the Head teacher and SENCO will set up an Individual Behaviour Plan with parents and the child. If there is no improvement, then school may refer to the FLP Behaviour and Vulnerability Panel. If a child's behaviour is considered to be part of a broader Social Emotional Mental Health (SEMH) concern then parents, SENCO, class teachers and other relevant staff will work together using the SEND code of practise to ensure the child has accessed the correct level of support before further steps are taken (see SEND policy).

Step 10 Suspension

Step 11 Referral to FLP Discussion Forum (PEVP)

Step 12 Permanent Exclusion

Permanent Exclusion is an extreme step and the decision to exclude will not be taken lightly. Government guidance states that:

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Children whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

'Informal' or 'unofficial' exclusions, such as sending children home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

For more information, please refer to Department for Education '*Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion, 2012.*'

SERIOUS SITUATIONS

Frome Schools, including St John's have agreed that: Physical, verbal and racist attacks and bullying are serious offences to which the School has a duty to respond firmly to protect the victims of such behaviour. In these cases, a child may be excluded for a fixed term period in the first instance. Parents and the Head teacher will be involved in dealing with such cases. In extreme cases the police may be involved. Schools have a legal duty to report racist behaviour to the appropriate authorities.

Where a situation occurs where there has been unacceptable behaviour or a serious incident has occurred the school must respond appropriately in the first instance. After that, the school needs to work to understand what may have triggered the action and a plan should be put in place to ensure that future incidents are minimised and the behaviours are managed.

REPARATION

We will ensure that children will be given opportunities to repair harm that has been caused by their behaviour. This allows for a 'clean slate' without a feeling of shame. Reparation will happen as soon as it is appropriate and possible following the incident.

PHYSICAL RESTRAINT

Each school should have its own physical restraint policy, using the model policy provided by Somerset County Council or other provider which delivered your training. St John's have used Team Teach.

SEARCHING AND CONFISCATION OF ITEMS

School staff have legal provision to confiscate items from children and to search for prohibited items without consent. Prohibited items are:

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

Staff will retain any confiscated items and where appropriate return them within a reasonable period of time. However, staff are required to hand weapons and knives, drugs and extreme or child pornography over to the police. Any stolen items are also required to be passed to the police or returned to the owner. All other 'Prohibited' items will be disposed of appropriately; they will not be returned to the child.

For further information please see the Department for Education ‘*Searching, screening and confiscation*. Guidance for Head teachers, school staff and governing bodies.’ February 2014

CHILDREN’S CONDUCT OUTSIDE THE SCHOOL GATES

Staff have the power to discipline children for not behaving appropriately outside the school gates, “to such an extent as is reasonable.” This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include poor behaviour when:

- taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school;
- travelling to and from school;
- wearing school uniform;

Or poor behaviour at any time that

- could have repercussions for the orderly running of the school,
- poses a threat to another child or member of the public
- could adversely affect the reputation of the school, this includes the use of social media.

In all cases, the child will receive any consequences when they are on school premises or when the child is under the lawful control of a member of staff (offsite visits and residential visits).

When children’s behaviour falls below the acceptable standards (see above), the Headteacher, or delegated person is likely to carry out an investigation into the incident. Any investigation will be recorded in a Behaviour Log, the extent and details of which will vary with the appropriateness of the investigation.

During the investigation the Headteacher, or delegated person can:

- Speak to a child or group of children without the parents’ consent
- Speak to the child or group of children without parents being present

The outcome of the investigation is to determine what is likely to have happened. The Headteacher, or delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The Headteacher, or delegated person will then determine the consequence to be used.

DEALING WITH INAPPROPRIATE BEHAVIOUR OF PARENTS, VISITORS AND OTHER ADULTS IN THE SCHOOL

The school has a legal duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Only persons with the ‘right’ to be on the school site, are allowed on the school premises. That ‘right’ is determined by the Headteacher and Governing Body. This can be extended to children, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school will take action that it considers necessary to prevent a repeat of that behaviour.

APPENDIX A: THE FROME APPROACH

The Frome Learning Partnership (FLP) aims to develop positive Relationships for Learning within all schools and to develop a common approach and greater consistency to managing behaviour as well as being better able to intervene early and meet individual children's needs.

The beliefs that underpin "The Frome Approach" are based on the following values:

- Behaviour is the responsibility of everyone working within the FLP
- Behaviour is a response to life experiences and their effects
- Early childhood experiences have a huge impact on how well children can manage at school
- Children can be functioning at a much younger age emotionally than their chronological age
- Children respond to the school environments, their peers and adults at school need to help them to make the right choices about their behaviour

In addition to this, four areas of development have been identified, which will underpin the FLP Relationships for Learning Policy.

- Early intervention / clear referral pathways
- Alternative curriculum opportunities
- Improving the exchange of information on vulnerable children at all transition points
- Training of all FLP staff on current education theory and principles

As a result of restructuring within Somerset County Council, the Frome Learning Partnership is responsible for the statutory functions set out under Section 19 of the Education Act, including the following access arrangements as laid down in the Schools Admissions Code (February 2012) and the Somerset Fair Access Protocol and the Statutory Guidance on Exclusion from maintained schools, Academies and Pupil Referral Units in England (Sept 2012) for all children living in the Frome Learning Partnership area:

- Coordinating admissions / provision of hard to place children both in-year and those who move into County.
- Ensuring there is Day 6 provision for Permanently Excluded Children (PEX)
- Administration of LA statutory functions around permanent exclusions

In addition, there are requirements in relation to the following provision arrangements:

- Finding, funding and/or providing appropriate full time education for those permanently excluded from school or those 'at risk' of permanent exclusion from school. This could mean arranging transfers to another school, providing places in alternative settings, other specialist provision or through private providers.
- Providing appropriate full time education from Day 6 of the permanent exclusion
- Ensuring robust access arrangements are in place within the agreed fair access protocol
- Providing peer to peer advice, support and challenge to schools within the partnership to prevent permanent exclusions.