



## St John's C of E VA First School

### Behaviour and Relationship Policy



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

This policy should be taken as part of St. John's C. of E. 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.

#### Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
	27.11.2023	Teresa Gilbert	

#### Ratification

Role	Name	Signature	Date
Chair of Governors	Claire Levene Plumb	CLAIRE LEVENE PLUMB	
Head Teacher	Teresa Gilbert	TERESA GILBERT	
DSL	Teresa Gilbert	TERESA GILBERT	

#### Details of Policy Updates

Date	Details

The Behaviour and Relationship Policy for St John's CEVA First School has been written with the aim to ensure that behaviour across the school is of a high standard at all times and that pupils and staff are supported for positive outcomes to be achieved. The aims of the behaviour and relationship policy are underpinned by training and guidance gained from:

- DFE – Improving behaviour in schools
- Education Endowment Foundation Research – Working to Improve Behaviour in Schools
- Trauma Informed Schools training and guidance
- Mental Health and Wellbeing Leader training and guidance

### **Behaviour Aims**

Staff and governors want children to understand the behaviour expectations of the school and to be supported to achieve these. High standards of behaviour will be achieved and maintained through:

- Clear expectations communicated to the children in a way that they understand what they need to do and why.
- Consistency in expectations and communication from adults to children across the school at all times.
- Adults modelling expected behaviour on the school site at all times – including parents and visitors to the school.
- Giving specific positive feedback for good behaviour seen.
- Building positive relationships with the children and understanding their needs.
- Established, clear routines and expectations in classes and throughout the school.
- Giving time to teach specific behaviour expectations.
- Giving time to achieve the right behaviour responses.
- Providing pupils with support and guidance to make improvements to their behaviour / actions as required.
- Communication with parents about behaviour expectations in school.

### **School Behaviour Expectations**

We want our school to be a calm, safe and kind area for all children and adults to thrive and enjoy being in. To this end, we have agreed the following expectations for all to follow at all times:

- Ready
- Safe
- Kind

These expectations will be taught to the children on their introduction to school policy and practice (January 2024 onwards) and will be clearly evident through visual resources throughout the school. Children will be taught what each expectation should look like throughout the school, everyday of the week:

#### **Ready:**

- Quality listening – looking and listening
- Resources ready to use
- Ready to learn
- Quality lining up – straight, silent, smart, smiley lines

### **Safe:**

- Wonderful walking – quiet, arms by side, holding doors open
- Careful play
- Tidy areas – classes, corridors, outdoor play equipment
- Always be in the right place

### **Kind:**

- Kind words - please, thank you, sorry, good manners always
- Kind actions – kind hands and feet
- Listen to others – show respect
- Sharing
- Look after toys and equipment

Each class will have the expectations displayed using Communicate in Print signs and photographs of the class showing the expectations to refer to daily. In the hall and other shared areas the expectations and photographs from different classes will be used.

### **Praise and Rewards**

To promote and celebrate good behaviour across the school the following acts of praise and rewards will be used consistently:

- Non-verbal praise; thumbs up, smile
- Verbal praise – specific language used to refer to the behaviour being shown
- House Points
- Stickers
- Headteacher Awards
- Going to the Headteacher or other SLT member to receive praise
- Star of the Day certificate (Rec and KS1)
- Praise Postcards (KS2)
- Weekly awards in class: writer of the week, mathematician of the week
- Termly awards for significant achievements

### **Consequences**

Children will be taught that 'ready, safe and kind' behaviour is expected at all times in school for our school to be a calm, safe and kind area for everyone. Unacceptable behaviour will be followed up with a consequence with the focus on supporting children to:

- understand what they did wrong
- understand what they can do to repair the situation
- know what they should do better next time

A consistent approach to consequences will be in place across the school whilst recognising the age and needs of the individual pupil. Unacceptable behaviour will be followed up as follows:

- Reminders given for the behaviour that we want to see
- Visual reminders through the class behaviour display
- Non-verbal visual reminders
- Time in with an adult in class to discuss behaviour that needs to improve

- Time in with a member of Senior Leadership to discuss the behaviour and what the child should be doing
- Discussion with the child's parents about repeated unacceptable behaviour and to create a plan for improving this
- Putting a plan in place to address repeated unacceptable behaviour and to support the child to improve

Access to playtimes will not be removed as children need time in the fresh air and a break from class. If there is a behaviour concern to be addressed at playtimes a child may be asked to remain close to an adult so that support and guidance can be given.

A restorative justice approach will be used to support children in understanding the impact of their actions on others through the use of the following key questions:

1. What happened?
2. What were people thinking?
3. How did this make people feel?
4. Who has been affected?
5. What should we do to put things right?
6. How can we do things differently in the future?

Actions that can be given to 'put things right':

- Saying sorry
- Explaining what they will do differently next time
- Writing a sorry letter or card

### **School Behaviour Log**

When a child's behaviour has led to a parent coming in to speak to a member of staff or a member of staff speaks to a parent about a child's behaviour, this will be recorded on the year group behaviour log. These logs will be monitored to identify any patterns or increase in behaviour incidents in order to take appropriate action and ensure adequate support is in place.

### **Explicit Teaching – Positive Relationships and Anti-Bullying**

Through the Personal, Social, Health and Relationships Education curriculum (PSHRE), Collective Worship, and behaviour expectations children are taught about good manners, forming positive relationships, acceptable behaviour, how unacceptable behaviour can make others feel and to understand what bullying (peer on peer abuse) is and how to respond to it.

Positive friendships and awareness of bullying are taught through the schools PSHRE curriculum using the Jigsaw scheme. Children are also taught more about bullying during anti-bullying week in November each year. Definitions of bullying may include name-calling, invasion of privacy, any form of harassment or harm to others which is regular and doesn't stop after being addressed by a member of staff. If the school is aware that regular unkind behaviour (bullying / peer on peer abuse) is taking place the concern is recorded and support provided to all involved to bring about resolution and to repair the situation. Parents are kept fully informed of the situation and monitoring takes place to ensure that the resolution is maintained.

The e-safety curriculum also ensures that children gain an understanding of bullying / peer on peer abuse that can take place through the use of modern technology. Children learn why this is wrong and what to do if this kind of bullying / abuse should happen to them.

### **Additional Rules for Special Circumstances**

June 2020 saw the return of pupils to school following school closure due to the COVID-19 pandemic. Schools were required to follow exceptional guidance to make school safe for pupils and staff, which involved the children following new hygiene and safety rules to reduce risk of the virus spreading.

When a circumstance requires new rules to be implemented the Head Teacher must do so and ensure that all staff, pupils, and parents are aware of the new expectations and the consequences of not following them. Staff are responsible for ensuring that new expectations are implemented consistently. Any new expectation must be communicated with the children verbally and visually with regular reference made to them to ensure that the children understand what they need to do, when and why. Staff meetings will provide opportunities to review the situation and ensure that new expectations are being followed and positive outcomes are seen.

### **The Role of Parents**

We recognise the importance of working in partnership with parents to ensure that all children receive consistent and clear responses and support.

The behaviour expectations of the school are indicated within the Handbook for Parents and emphasised at the New Parents' Evening. Through the use of a Home/School agreement parents are requested to co-operate with the school expectations in relation to behaviour by discussing this with their child and modelling the behaviour themselves whilst on the school site.

The school will inform parents when concerns over their child's actions are increasing. This may lead to a meeting with the parents to identify further support to bring about improved behaviour and wellbeing for the child.

The following action may also be taken to support children:

- In discussion with parents, implement a support plan with targets to address the behaviours causing concern.
- Notes may be made in a home/school log to inform parents of how their child has coped in school that day.
- Support offered from the Parent Family Support Adviser.
- Support from a Teaching Assistant / emotionally available adult.
- Daily targets set for a child's behaviour with their progress evidenced and communicated to parents.
- Behaviour logs, used to record behaviour on a daily basis, in order to look for patterns, or possible reasons underlying the behaviour.
- Observations by class teacher and SENCo may be used to find out triggers for the behaviour and positive strategies put into place to help the child overcome any difficulties.
- The SENCo may discuss children giving concern at joint planning meetings with the Education Psychologist and Learning Support Service teacher.

- For children at risk of suspensions / exclusion, a Pastoral Support Plan will be written in conjunction with the parents and any other agencies involved. The child will be referred to the panel for children at risk of exclusion (PEVP) to request support in order to avoid suspensions / exclusion.

Parents are expected to support the school in discussing the outcome of unacceptable behaviour with their child. If the parent has any concerns about how their child is being supported, they should initially contact the class teacher. If their concerns continue, they should contact the Headteacher and the Governing Body can also be informed.

### **Suspensions and Exclusions**

A separate policy is in place that details action that will be taken to prevent suspensions / exclusions and situations where this action may be taken. Please refer to that policy for further detail.